2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next											
Generation of Early College High Schools											
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Program authority:	TEU 92 817 278	9.908; Sand 8	GAA, AI 317 258:	rt III, Kii and Ca	der 52, 84tr Id Perkins (n Texas Legislature; \ Career and Tech Edu	/VIUA cation /	Act		rite NOGA ID	
Grant Period			017, to M			Darcer and recir Edd	Cation	101			
		<u> </u>			mber 1, 201				Ple	ice date stam	o here.
Application deadline: Submittal	•					nted on one side only. A	II conice				'
information:						erred) of the person au		to 🖘	Document	2016	Texas
miorination.						nust be received no lat			3		Xas
	aforeme				this address			3	8	001	
						of Grants Administration	חס	A d	.# G	$\overline{\omega}$	duc
		ŀ	exas Equ		tin, TX 7870	North Congress Ave			2		<u> </u>
Contact information:	Lauren	Dwigg	ins, <u>laure</u>		·	exas.gov; (512) 463-	9581	្ន	ontro	2	Received ducation
			<u>Sched</u>	ule #1-	General I	nformation		A SALAR	္		Agency
Part 1: Applicant Inform	nation							<u> </u>		W	<u> </u>
Organization name		ntv-Dis	strict #		Campus n	ame/#		Ame	endme	ent#	
Beaumont ISD	1239		<u> </u>		Austin Innovation Center Petroleum						
					Refining A	cademy					
Vendor ID #	ESC	Regio	on #					DUN			
746000317	5								2314		
Mailing address						City		State	е	ZIP Co	de
3395 Harrison Ave.						Beaumont		TX		77706	
Primary Contact											
First name			<u>M.I.</u>		name		Title				
Miranda			<u>M</u>				otor of CTE				
Telephone #					FAX #						
4096175247 <u>mphilli@bmtisd.com</u> 4096175959											
Secondary Contact											
			M.I.	Last name Title							
00			W			FAX #	Superintendent				
					i com		40961		4		
4096175001 jfrossa@bmtisd.com 4096175184 Part 2: Certification and Incorporation											
Legrany cartify that the information contained in this application is to the best of my knowledge, correct and that the organization											

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name John

Telephone # 4096175001 M.I. Last name W Frossard Email address

Email address ifrossa@bmtisd.com

Date signed

10-24-16

Title

Superintendent FAX #

4096175184

701-16-108-002

pw4_0

Signature (blue ink preferred)

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

			-
Only the legall	v responsible partv i	may sign this	application

Schedule #1—General Information

County-district number or vendor ID: 123910

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule	Schedule Name	Application Type		
#	Scriedule Name	New	Amended	
1	General Information	\boxtimes	\boxtimes	
2	Required Attachments and Provisions and Assurances		N/A	
4	Request for Amendment	N/A	\boxtimes	
5	Program Executive Summary			
6	Program Budget Summary			
7	Payroll Costs (6100)	See		
8	Professional and Contracted Services (6200)	Important		
9	Supplies and Materials (6300)	Note For		
10	Other Operating Costs (6400)	Competitive		
11	Capital Outlay (6600)	Grants*		
12	Demographics and Participants to Be Served with Grant Funds	\boxtimes		
13	Needs Assessment	\boxtimes		
14	Management Plan			
15	Project Evaluation			
16	Responses to Statutory Requirements			
17	Responses to TEA Requirements			
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)			

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year		
Start date (MM/DD):	End date (MM/DD):	
Section 2: Applicant Organizations and the Texas Statewide Single Audit		
Yes: No:		

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Schedule #2—Required Attachments and Provisions and Assurances

Amendment # (for amendments only): County-district number or vendor ID: 123910

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open- enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	мои	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and

require a separate certification.

x	Acceptance and Compliance
\boxtimes	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
	I certify my acceptance of and compliance with the program guidelines for this grant.
\boxtimes	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
\boxtimes	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
×	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 123910 Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

	I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.
#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s)
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11,	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher- education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

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Texas Education Agency Schedule #2—Required Attachments and Provisions and Assurances (cont.) County-district number or vendor ID: 123910 Amendment # (for amendments only): The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria: a. Is located on a college or university campus 14. b. Is a stand-alone high school campus near a college or university campus c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan) The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a fullday program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are 15. delivered to students at the designated ECHS campus and that students will not travel between two high school

The applicant provides assurance that the INDUSTRY CLUSTER NAME innovative Academy ECHS will be led by

campuses in order to receive instruction or support services.

a principal or director who is 100% dedicated to the school.

16.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 123910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial. The Austin Innovation Center Petroleum and Refining Academy (AICPRA) was designed by Beaumont ISD and LIT

The Austin Innovation Center Petroleum and Refining Academy (AICPRA) was designed by Beaumont ISD and LIT officials to create a partnership beneficial to BISD High School students seeking to earn a college degree who otherwise would not be able to attend college. The monies afforded by this grant are critical to expanding educational opportunities to a critically underserved, under-represented student demographic. These monies will be used to purchase equipment to outfit laboratories for two different postsecondary program options: Instrumentation Technology and Process Operating Technology – both of which are listed as High Demand and Targeted Occupations in the Southeast Texas region that encompasses the counties of Jefferson, Hardin, and Orange. The demonstrated goals of this grant application are to address the anticipated outcomes of the Austin Innovation Center Petroleum and Refining Academy by positively impacting Student Retention, At-Risk Students, Delivery of Comprehensive Programs of Study using evidence of demand for an innovative program of this nature. The costs of this program are essential to the district's capacity to implement the proposed programs. Due to the costs associated with equipment, training apparatus, and training resources required for the proposed programs, implementation of these programs without financial assistance would be prohibitive.

Budget Development

The Total Budgeted Cost for the grant of \$375,300 with a Cost Share amount of \$75,060 was developed as part of BISD and LIT's collaboration on the ECHS Innovative Academy grant application and includes only reasonable and allowable costs. The costs developed as part of this grant application on schedules 6 through 11 were created using the the General and Fiscal Guidelines and the Division of Grants Administration.

Campus Demographics/Grant

Our current ECHS (Beaumont ISD Early College High School) is in it's first year of establishment and serves 59 freshmen. This will be the first cohort of students that will benefit from the Petroleum and Gas Cluster Academy. Subsequent cohorts will have a maximum of 100 students. However, data for subsequent cohorts that will be served through the grant in the next two years are unknown, as these students have yet to be identified. The data included above it for all 9th graders currently enrolled. The data includes the maximum allowable number for projected enrollment.

Needs Assessment Process

The structure of the Industry Cluster Innovative Academy is conducive to the provision of comprehensive programs of study. The district recognizes the need for a systematic approach to coherent sequencing of courses at both the secondary and post secondary levels. In addition, the district recognizes the need for effective collaboration with business and industry partners on the development, implementation, and evaluation phases of such a program. The Process Technology and Instrumentation programs of study were chosen due to both occupations being on the Targeted Occupation list for the Southeast Texas Workforce Development area. The Southeast Texas area has one of the highest concentrations of individuals employed in these occupations. In addition, these occupations offer a high median wage range. As a result, it is of great importance that educational and training programs that are responsive to these occupational opportunities be implemented.

High Quality Management Plan

An Advisory Committee comprised of representatives from LIT, BISD, and industry partners will meet regularly to facilitate communication, evaluate instructional data, activities and programs, identify issues and challenges, and ensure continuous improvement of educational services and institutional effectiveness as it pertains to AICPRA. LIT and BISD will collaboratively define the evaluation process, and evaluate the effectiveness of the academy each academic year. The results will be reported to the boards of each institution. This evaluation will include, but not be limited to, AEIS/School Report Card, ECHS portfolio, course completion data, student and parent surveys, as well as other forms of college and local community input. LIT and BISD will collaboratively define data points and methodologies for sharing data that protect students' information while providing program-level data for assessment and continuous quality improvement.

Program Evaluation Process

The campus Curriculum Review Committee and the Instructional Council play an important role in developing, implementing, and evaluating CTE programs. The members of these two groups are actively involved in CTE course and program standards and effectiveness. Course curriculum and program coherent sequences are annually reviewed by those committees. The Starfish early alert student success system provides assistance to students who may be at risk of not completing these programs. The Starfish system allows CTE instructors to evaluate the effectiveness of instruction

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by gauging student success and provides a method of identifying students in need of academic intervention.

CTE faculty members are evaluated on a regular basis. Both students and supervisors evaluate faculty members.

Student evaluations occur in every class and every semester. Supervisors evaluate faculty annually in four areas including instruction; professional advancement; participation in program, department, campus affairs; and community service and other activities. Evaluations that are determined to be less than satisfactory require faculty to develop a Professional Improvement Plan. The supervisor monitors the completion of the plan. In the event that students evaluate a faculty member unfavorably, the faculty member and supervisor discuss the evaluation.

Statutory Requirements

An academic plan has been developed that will enable students in grades 9 -12 to earn a high school diploma with 42 hour core curriculum completion, as well as 18 hours of cluster specific coursework articulated with either the Instrumentation program of study or the Process Operating program of study. College credit will be earned through dual credit courses. LIT and BISD will collaborate to ensure that LIT and AICPRA students have access to a course of study that enables students to earn a high school diploma and an associate's degree or 60 college credit hours on or before the fifth anniversary of the date of the student's first day of high school. LIT will assist with the identification of approved dual credit courses and creation of articulation agreements, give college credit for approved dual credit courses for which articulation agreements have been approved, and assist AICPRA in creating customized education plans based on students' interests and aptitudes. BISD currently has an existing dual enrollment program established between the Taylor Career Center and the Process Operating program at LIT that this project will expand upon. In addition, a transfer and articulation agreement exists between the Associates of Applied Science degree at Lamar Institute of Technology and the Bachelor of Science degree in Industrial Technology at Lamar University.

BISD will work collaboratively with LIT to ensure that AICPRA student schedules have the flexibility to include all articulated courses within their AICPRA pathway in addition to meeting their requirements for state graduation. AICPRA students will be closely mentored by their AICPRA pathway instructional leader to ensure that they are meeting academic potential. Additionally, AICPRA students will engage in various job shadowing activities throughout their high school experience to help provide direction for post-high school college and career pathways. When a student feels that they have a sense of direction with regard to their career pathway, they will be paired with a community mentor that is representative of the student's chosen path and this relationship will be instrumental in career and academic mentoring.

TEA requirements

The Local Workforce Development board has confirmed that the occupations and related training programs being proposed in this application do match the targeted occupation list for the Southeast Texas Region, Letter from Marilyn Smith, Executive Director of Southeast Texas Workforce Development board is attached. ExxonMobil corporation in Beaumont, TX will be the primary industry partner in this project. ExxonMobil fully supports the Industry Cluster Innovative Academy and has provided a letter of support that is one of the attachments. 100 percent of the students will have access to opportunities to participate in industry experiences, marketable skills, and detailed work activities. Instructional Worksite Learning will be a major component of the project. In addition, students will receive instruction and training in industry specific skills that include Operator Training Simulators and Log-out/Tag-out procedures. The Austin Innovation Center Petroleum and Refining Academy ECHS will employ a counselor that is dedicated to ECHS students. Responsibilities of the Counselor are outlined in Schedule #17. A description of two programs of study that span secondary and postsecondary education are addressed in Schedule #17. A coherent sequence of courses for both secondary and postsecondary educational levels has been outlined. Both programs of study are associated with targeted occupations for the Southeast Texas Workforce Development Board area. A crosswalk of postsecondary coursework required of a student in the program of study to complete a bachelor's degree in Industrial Technology at Lamar University is provided in Schedule #17. The Leadership Team for the Austin Innovation Center Petroleum and Refining Academy has been identified and provided in Schedule #17 - page 32. A sustainability plan for the Austin Innovation Center Petroleum and Refining Academy to continue to meet the goals of the Petroleum and Refining Academy beyond the period of the grant has been developed.

BISD and LIT have an ongoing commitment to the goals of this grant program and have planned and budgeted for sustainability beyond the expenditure of start-up funds. LIT will provide funds for support services, as well as tuition and fee waivers for all Austin Innovation Center Petroleum and Refining Academy students enrolled in dual credit courses in which BISD provides a qualified teacher who can serve as an adjunct and the course is taught at a BISD facility. BISD and Austin Innovation Center Petroleum and Refining Academy will provide local funds for high school instruction, administration, and professional development beyond the expenditure of start-up funds.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 123910

Amendment # (for amendments only):

Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act

Grant period: February 1, 2017, to May 30, 2018

Fund codes: See Notice of Grant Award (NOGA)

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$93,300	\$0	\$93,300	\$18,660
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$282,000	\$0	\$282,000	\$56,400
Total direct costs: \$375,300 \$0						\$75,060
	Percentage% indirect costs (s	ee note):	N/A	\$0	N/A	\$0
Grand total of budgeted costs (add all entries in each column): \$375,300 \$0					\$375,300	\$75,060
	Administr	rative Cos	t Calculation	1		
Enter the total grant amount requested:					\$3753	300
Percentage limit on administrative costs established for the program (10%):				× .1	D	
	und down to the nearest whole dollar. I timum amount allowable for administra			irect costs:	\$375	30

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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	Schedule #7—P	ayroll Costs (6100)			
Col	unty-district number or vendor ID: 123910	Amen	dment # (for a	mendments or	ıly):
	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
Aca	ademic/instructional			· · · · · · · · · · · · · · · · · · ·	
1	Teacher	0	0	\$0	\$0
2	Educational aide	0	0	\$0	\$0
3	Tutor	0	0	\$0	\$0
Pro	gram Management and Administration				
4	Project director	0	0	\$0	\$0
5	Project coordinator	0	0	\$0	\$0
6	Teacher facilitator	0	0	\$0	\$0
7	Teacher supervisor	0	0	\$0	\$0
8	Secretary/administrative assistant	0	0	\$0	\$0
9	Data entry clerk	0	0	\$0	\$0
10	Grant accountant/bookkeeper	0	0	\$0	\$0
<u>11</u>	Evaluator/evaluation specialist	0	0	\$0	\$0
Aux	ciliary				
12	Counselor	0	0	\$0	\$0
13	Social worker	0	0	\$0	\$0
14	Community liaison/parent coordinator	0	0	\$0	\$0
Oth	er Employee Positions				
21	Title	0	0	\$0	\$0
22	Title	0	0	\$0	\$0
23	Title	0	0	\$0	\$0
24		Subtotal em	ployee costs:	\$0	\$0
Sub	estitute, Extra-Duty Pay, Benefits Costs		·		
25	6112 Substitute pay			\$0	\$0
26	6119 Professional staff extra-duty pay	· · · · · · · · · · · · · · · · · · ·		\$0	\$0
27	6121 Support staff extra-duty pay			\$0	\$0
28	6140 Employee benefits			\$0	\$0
29	61XX Tuition remission (IHEs only)			\$0	\$0
30		ubstitute, extra-duty, b	enefits costs	\$0	\$0
31	Grand total (Subtotal employee costs plus subtota	al substitute, extra-di	ıty, benefits	\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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		Texas Education Agency			
	S. 4 S. S. S.	Schedule #8—Professional and Contracted S	Services (6200)		
			mendment # (for		
		Specifying an individual vendor in a grant application does not meet t			sole-source
pro	vide	ers. TEA's approval of such grant applications does not constitute appl			
		Professional and Contracted Services Requiring	Specific Approv	al	
	***************************************	Expense Item Description		Grant Amount Budgeted	Cost Share
		Rental or lease of buildings, space in buildings, or land			
626	§9	NA		\$0	\$0
	a.	Subtotal of professional and contracted services (6200) costs re specific approval:	quiring	\$0	\$0
	***************************************	Professional and Contracted Serv	ices		
#		Description of Service and Purpose		Grant Amount Budgeted	Cost Share
1				\$0	\$0
2	Ī			\$0	\$0
3				\$0	\$0
4				\$0	\$0
5				\$0	\$0
6				\$0	\$0
7				\$0	\$0
8				\$0	\$0
9				\$0	\$0
10				\$0	\$0
11				\$0	\$0
12				\$0	\$0
13	L		***************************************	\$0	\$0
14				\$0	\$0
	b.			\$0	\$0
	C.	Remaining 6200—Professional and contracted services that do specific approval:	not require	\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

(Sum of lines a, b, and c) Grand total

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\$0

Texas Education Agency

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 123910 Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description Amount Budgeted

Total supplies and materials that do not require specific approval: \$93,300 \$18,660

Grand total:

\$93,300

\$18,660

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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	rexas Education Agency			
	Schedule #10—Other Operating	<u>Costs (6400)</u>		
County	y-District Number or Vendor ID: 123910 A	mendment number (for	amendments	only):
	Expense Item Description		Grant Amount Budgeted	Cost Share
6412	Travel for students to conferences (does not include field trips). authorization in writing.	Requires	\$ 0	\$0
	Specify purpose:		,	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guide attach Educational Field Trip Justification Form.	elines and must	\$0	\$0
6413	Stipends for non-employees other than those included in 6419		\$0	\$0
6419	Non-employee costs for conferences. Requires authorization in	writing.	\$0	\$0
	Subtotal other operating costs requir	ing specific approval:	\$0	\$0
	Remaining 6400—Other operating costs that do not requ	ire specific approval:	\$0	\$0
		Grand total:	\$0	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration <u>Administering a Grant</u> page.

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Toyon Education Agonay

	b. District Manager ID, 402040	I Am	andmont numbo	· /for emendme	ete oplu):
#	nty-District Number or Vendor ID: 123910 Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
6669	—Library Books and Media (capitalized and c	ontrolled by library)		
1		N/A	N/A	\$0	\$0
66X)	(—Computing Devices, capitalized				
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
	(—Software, capitalized		T		T
12	Process Operating Simulation Software	10	\$12,000	\$120,000	\$24,000
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
	(—Equipment, furniture, or vehicles		045.000	245.000	00.000
19	Lock-Out/ Tag-Out Training Module		\$15,000	\$15,000	\$3,000
20	Chemical Distallation Training Unit	1	\$22,000	\$22,000	\$4,400
21	Instrumentation Training Units	5	\$25,000	\$125,000	\$25,000
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$ \$	\$ \$
28			\$		I
6X)	(—Capital expenditures for additions, improvease their value or useful life (not ordinary rep	ements, or modifica	itions to capital	assets that m	aterially
ncre 29	ease their value or useful life (not ordinary rep	zans anu mandenar	icej	\$	T \$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 123910

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total campus enrollment: Current- 59			Projected by enrollment to be served by grant funds: 259		
Category	Number	Percentage	Category	Percentage	
African American	22	34%	Attendance rate	98%	
Hispanic	26	41%	Annual dropout rate (Gr 9-12)	DNA%	
White	9	14%	Students taking the ACT and/or SAT	DNA%	
Asian	2	2%	Average SAT score (number value, not a percentage)	DNA	
Economically disadvantaged	32	53%	Average ACT score (number value, not a percentage)	DNA	
Limited English proficient (LEP)	3	5%	Students classified as "at risk" per Texas Education Code §29.081(d)	15	
Disciplinary placements	0	0%	State assessment data	DNA	

Comments Based on 2016-2017 9th Grade Beaumont ISD ECHS cohort.

Our current ECHS (Beaumont ISD Early College High School) is in it's first year of establishment and serves 59 freshmen. This will be the first cohort of students that will benefit from the Petroleum and Gas Cluster Academy. Subsequent cohorts will have a maximum of 100 students. However, data for subsequent cohorts that will be served through the grant in the next two years are unknown, as these students have yet to be identified. The data included above it for all 9th graders currently enrolled. The data on the next page includes maximum allowable number for projected enrollment.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	0	0%	Bachelor's degree	6	100%
White	6	100%	Master's degree	3	50%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	0	0%	Avg. salary, 1-5 years exp.	DNA	N/A
6-10 years exp.	0	0%	Avg. salary, 6-10 years exp.	DNA	N/A
11-20 years exp.	3	50%	Avg. salary, 11-20 years exp.	\$46,333	N/A
Over 20 years exp.	3	50%	Avg. salary, over 20 years exp.	\$57,912	N/A

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Texas Education Agency Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.) County-district number or vendor ID: 123910 Amendment # (for amendments only): Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program. PK School Type Total Κ (3-4)**Public** Open-enrollment charter school Public institution Private nonprofit Private for-profit Ö TOTAL: Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	К	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	0	0	0	0	6	6	6	0	18
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	0	0	0	0	0	0	0	0	0	6	6	6	0	18

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Schedule #13-Needs Assessment

County-district number or vendor ID: 123910

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Beaumont ISD officials approached LIT to request a partnership beneficial to BISD High School students seeking to earn a college degree who otherwise would not be able to attend college. The Texas Legislature and the Texas Education Agency, which oversee academic instruction in the state, created the concept of Early College High Schools with the express purpose of allowing students least likely to attend college an opportunity to earn a high school diploma and 60 college credit hours. As of the 2015-2016 academic year, 154 ECHSs have been established in the state of Texas. Until recently, there were no ECHSs established in southeast Texas. For the 2016-2017 academic year, ECHSs have been proposed and approved for Beaumont, Silsbee, and Port Arthur ISDs. Assessment of Need: a 45.9% college going rate coupled with the stated goal of the Texas Higher Education Coordinating Board's Strategic Plan for Texas to increase the number of residents possessing a college degree or certificate to 60% by 2030 creates the need to increase the college going rate of high school graduates to at least 60% in order to meet and maintain this strategic goal. Given the implications of the strategic goal, the formation of a Petroleum Refining and Chemical Products Innovative Academy ECHS program is a beneficial component towards achieving the goal.

Needs Assessment

The needs assessment process has included a review of population(s) to be served, relevance of proposed programs to labor market trends, capacity to implement the programs of study, and projected outcomes.

Student Retention: There is a need in Beaumont ISD to address student retention, as the drop out rate is currently at 11%. Students have a decreased risk of dropping out of high school as they add CTE courses to their curriculum.

Service to At-Risk Students: There is a need to address the needs of at-risk students in our district, as we have a high population of at-risk students. 25% of the students at the current ECHS are at-risk students.

Evidence of Demand: The Process Technology and Instrumentation programs of study were chosen due to both occupations being on the Targeted Occupation list for the Southeast Texas Workforce Development area. The Southeast Texas area has one of the highest concentrations of individuals employed in these occupations. In addition, these occupations offer a high median wage range. As a result, it is of great importance that educational and training programs that are responsive to these occupational opportunities be implemented.

Delivery of Enhanced Comprehensive Programs of Study: The structure of the Industry Cluster Innovative Academy is conducive to the provision of comprehensive programs of study. The district recognizes the need for a systematic approach to coherent sequencing of courses at both the secondary and post secondary levels. In addition, the district recognizes the need for effective collaboration with business and industry partners on the development, implementation, and evaluation phases of such a program.

Cost of Program Startup: The programs of study being proposed are expensive to provide due to equipment and training resource costs associated with startup. The nature of these programs require specialized equipment, software, training apparatus, and other training resources whose costs require the acquisition of other funding to support implementation.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 123910

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

to s	pace provided, front side only. Use Arial font, no smaller	than 10 point.
#	Identified Need	How Implemented Grant Program Would Address
1.	Student Retention	According to an MDRC study, career academies and smaller learning communities with a career focus were found to increase attendance rate and likelihood of staying in school. It is anticipated that the addition of a CTE focus at the ECHS with a learning environment being proposed- inclusive of course options, training resources and industry involvement will generate significant student interest and promote retention.
2.	At-Risk Students	High-risk students are eight to 10 times less likely to drop out in the 11th and 12th grades if they enroll in a CTE program instead of a general program. Providing two career pathways through AICPRA that allow students to complete half of their BS in Industrial Technology before even graduating high school, will change the face of our district's at-risk population by focusing these students into a viable career pathway.
3.	Evidence of Demand	Both programs of study being proposed for this grant are related to occupations on the targeted occupation list for this region. The ultimate goal of the educational program and training activities will be to help students acquire the skills necessary for effective transition into the workforce. Receipt of this grant will give the district the funds necessary to provide education and training activities that are responsive to regional workforce needs.
4.	Delivery of Comprehensive Programs of Study	This grant affords the district the opportunity to build strong partnerships with post-secondary institutions as well as industry partners. The district recognizes the need to implement comprehensive programs of study that have coherent sequencing of courses at the secondary and post-secondary levels. In addition, this proposal calls for instructional worksite learning supported by our industry partner.
5.	Costs of Program Startup	Acquisition of the grant is essential to the district's capacity to implement the proposed programs. Due to the costs associated with equipment, training apparatus, and training resources required for the proposed programs, implementation of these programs without financial assistance would be prohibitive.

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Schedule #14—Management Plan

County-district number or vendor ID: 123910

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Executive Director for Workforce Education at Lamar Institute of Technology	Extensive experience with curriculum design and alignment, as well as development of partnerships with workforce and industry partners.
2.	Vice President for Strategic Initiatives at Lamar Institute of Technology	Extensive experience with program evaluation and implementation of innovative initiatives.
3.	Principal and Director of AICPRA	Texas School Principal Certification. Experience with running a high school campus and collaborating with community partners. Strong understanding of the ECHS framework and implementation.
4.	CTE Director for BISD	Texas School Principal Certificatoin. Experience with development of CTE programs and collaboration with industry and community partners.
5.	Beaumont ISD Grant Supervisor	Experience overseeing grant expenditures and ensuring adherence to grant guidelines.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
		1.	Initial meeting convened.	10/18/2016	10/18/2016
	Develop	2.	Follow-up leadership team meeting	10/21/2016	10/21/2016
1.	Leadership team	3.	Spring leadership meeting	1/16/2017	1/16/2017
	for AICPRA	4.	Meeting following grant award to dicuss allocation	March 2017	March 2017
		5.	Fall Leadership meeting	Sept.2017	Sept.2017
		1.	Spring advisory committee meeting	March 2017	March 2017
	Establish AICPRA	2.	Fall advisory committee meeting	Fall 2017	Fall 2017
2.	Advisory	3.			
	Committtee	4.			
		5.			
		1.	Align Process Operating curriculum for dual enrolled students	Fall 2017	Summer 2018
	Align curriculum	2.	Align Instrumentation curriculum for dual enrolled students	Fall 2017	Summer 2018
3.		3.	Align Special Topics in Chemistry curriculum for dual enrolled students	Fall 2017	Summer 2018
		4.	Align Applied Physics curriculum for dual enrolled students	Fall 2017	Summer 2018
		5.			
		1.	Recruit students for course	Fall 2017	Spring 2018
		2.	Hire Process Operating Teacher Fall 2018	Spring 2018	Summer 2018
4.	Establish courses	3.	Hire Instrumentation teacher for Fall 2018	Spring 2018	Summer 2018
		4.			
		5.			
		1.	Assess lab needs for process operating pathway	Spring 2017	Fall 2017
	Equip lab program	2.	Assess lab needs for instrumentation pathway	Spring 2017	Fall 2017
5.	Equip lab program lab facilities	3.	Purchase and outfit process operating lab	Fall 2017	Spring 2018
	ian iaciiilles	4.	Purchase and outfit instrumentation lab	Fall 2017	Spring 2018
		5.			
	Unless pre-award co	sts a	e specifically approved by TEA, grant funds will be	used to pay only	for activities

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occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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County-district number or vendor ID: 123910

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An Advisory Committee comprised of representatives from LIT, BISD, and industry partners will meet regularly to facilitate communication, evaluate instructional data, activities and programs, identify issues and challenges, and ensure continuous improvement of educational services and institutional effectiveness as it pertains to AICPRA. LIT and BISD will collaboratively define the evaluation process, and evaluate the effectiveness of the academy each academic year. The results will be reported to the boards of each institution. This evaluation will include, but not be limited to, AEIS/School Report Card, ECHS portfolio, course completion data, student and parent surveys, as well as other forms of college and local community input.

LIT and BISD will collaboratively define data points and methodologies for sharing data that protect students' information while providing program-level data for assessment and continuous quality improvement.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD currently has an existing dual enrollment program established between the Taylor Career Center and the Process Operating program at LIT. The current program is a 14-hour program in which students are bused to LIT for half of a day their senior year in high school. These students do not receive the benefit of the 42 core component dual enrolled curriculum and also receive fewer technical credits than the AICPRA plan outlines. Last year, a crosswalk was established to create a 12-hour dual enrollment program for BISD seniors to enter into the Instrumentation pathway. ExxonMobil currently offers to scholarships to dual enrolled seniors who are in both of these programs. ExxonMobil also offers scholarship and summer internship opportunities to seniors who are graduating with dual enrollment hours in the Process Operating program.

The district is committed to continuing payment of tuition for students in the AICPRA program and to replacing/repairing equipment needed for these programs to continue to be sustainable as well. LIT instructors will be involved in the advisory committee to ensure fidelity to the curriculum and student success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 123910

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
	Student Encolleget Detection	1.	AEIS/School Report Card, ECHS portfolio
1.	Student Enrollment, Retention and Completion	2.	Starfish early alert data, Banner Student Reports
	and Completion	3.	Student and Parent Surveys
	Instructional Design and	1.	Documentation of BISD and LIT Instructional alignment meetings.
2.	Implementation		Leadership team meeting agenda, attendance and minutes documentation.
	Implementation	3.	Student and Instructor Survey Data
		1.	Worksite Learning documentation- descriptions, dates, participant counts
3.	Industry Skills Development	2.	Documentation of Industry skills validation via Leadership team meetings.
		3.	Documentation of Industry participation in Worksite learning experiences.
	Program Design and	1.	Documentation from project staff meetings-agenda, attendance, minutes.
4.	Implementation	2.	Student and Instructor Survey data.
	implementation	3.	Leadership team meeting agendas, attendance, and minutes.
		1.	Completion and timely submission of TEA programmatic reports.
5.	TEA Grant Compliance	2.	Completion and timely submission of expenditure/finance reports.
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus Curriculum Review Committee and the Instructional Council also play an important role in developing, implementing, and evaluating CTE programs. The members of these two groups are actively involved in CTE course and program standards and effectiveness. Course curriculum and program coherent sequences are annually reviewed by those committees.

The Starfish early alert student success system provides assistance to students who may be at risk of not completing these programs. The Starfish system allows CTE instructors to evaluate the effectiveness of instruction by gauging student success and provides a method of identifying students in need of academic intervention.

CTE faculty members are evaluated on a regular basis. Both students and supervisors evaluate faculty members. Student evaluations occur in every class and every semester. Supervisors evaluate faculty annually in four areas including instruction; professional advancement; participation in program, department, campus affairs; and community service and other activities. Evaluations that are determined to be less than satisfactory require faculty to develop a Professional Improvement Plan. The supervisor monitors the completion of the plan. In the event that students evaluate a faculty member unfavorably, the faculty member and supervisor discuss the evaluation.

Attendance data and student academic achievement data are both tracked and monitored through TEAMS and Eduphoria in the BISD system. While LIT personnel will track and manage student performance data specific to AICPRA pathways through their Starfish system, the AICPRA principal and career counselor will work collaboratively to monitor student attendance and student performance in AICPRA pathways in conjunction with other course achievement and state assessment evaluation markers. This collaboration will ensure that AICPRA students are well-rounded and successful in all academic domains related to their high school experience.

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County-district number or vendor ID: 123910

Amendment # (for amendments only):

Statutory Requirement 1: The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

- a. provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;
- allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;
- include articulation agreements with colleges, universities, and technical schools in the state to provide a
 participating student access to postsecondary educational and training opportunities at a college, university, or
 technical school; and
- d. provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
 - A. An academic plan has been developed that will enable each student to earn a high school diploma and 42 hour core curriculum completiom, as well as 18 hours of cluster specific coursework articulated with either the Instrumentation program of study or the Process Operating program of study. College credit will be earned through dual credit courses. AICPRA will administer all applicable statewide instruments under Subchapter B, Chapter 39 of the Texas Education Code. Both high school and college credit will be transcripted immediately upon a student's completion of the course. High school credit will be transcripted by BISD; college credit will be transcripted by LIT.
 - B. LIT and BISD will collaborate to ensure that LIT and AICPRA students have access to a course of study that enables students to earn a high school diploma and an associate's degree or 60 college credit hours on or before the fifth anniversary of the student's first day of high school. LIT will assist with the identification of approved dual credit courses and creation of articulation agreements, give college credit for approved dual credit courses for which articulation agreements have been approved, and assist AICPRA in creating customized education plans based on students' interests and aptitudes. LIT will also assist with regard to providing professional development for AICPRA faculty teaching courses for dual credit and solicit input regarding curriculum development and instructional improvements from AICPRA faculty teaching courses for dual credit. LIT personnel will monitor the quality of instruction in all courses for dual credit to assure compliance with standards established by the State, Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC), LIT, and BISD.
 - C. LIT and AICPRA will work collaboratively to advise and enroll students in high school and dual credit courses that will lead to the successful completion of a high school diploma and 60 college credit hours with a Petroleum and Gas Refining focused pathway by the end of the senior year of high school. AICPRA students will have access to LIT tutoring centers, computer labs, and libraries (including online library databases, materials, and resources). LIT will also provide AICPRA students access to the college student center, student clubs and organizations, and fitness facilities to support their social/emotional development. The AICPRA career counselor and LIT career counselor will also work collaboratively to provide information to AICPRA students regarding academic transfer pathways beyond an associate's degree. AICPRA students will engage in extensive career exploration with their site career counselor, as well as the LIT college and career counselor. They will be given the opportunity to take extensive career inventory assessments.
 - D. BISD will work collaboratively with LIT to ensure that AICPRA student schedules have the flexibility to include all articulated courses within their AICPRA pathway in addition to meeting their requirements for state graduation. AICPRA students will be closely mentored by their AICPRA pathway instructional leader to ensure that they are meeting academic potential. Additionally, AICPRA students will engage in various job shadowing activities throughout their high school experience to help provide direction for post-high school college and career pathways. When a student feels that they have a sense of direction with regard to their career pathway, they will be paired with a community mentor that is representative of the student's chosen path and this relationship will be instrumental in career and academic mentoring.

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2.1.1.2	Statutory Requirements (cont.)
County-district number or vendor ID: 123910 Statutory Requirement 1 (continued)	Amendment # (for amendments only):
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Click and type here to enter response.	
Schedule #17—Response: County-district number or vendor ID: 123910	s to TEA Program Requirements Amendment # (for amendments only):
TEA Program Requirement 1: The applicant must ident	ify, in partnership with its local workforce development board, d to these occupations. Response is limited to space provided,
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Texas Education Agency	
front side only. Use Arial font, no smaller than 10 point.	
The Southeast Texas Workforce Development Board, also known as Workforce Solutions of Southe Texas, has confirmed that the occupations associated with the Programs of Study proposed in this application are identified as High Demand and Targeted Occupations in the Southeast Texas region encompasses the counties of Jefferson, Hardin, and Orange. (see attached letter)	
SOC Code 51-8093 pertains to Petroleum Pump System Operators, Refinery Operators, and Gaugassociated with the occupational title of Process Operator.	ers and is
SOC Code 49-9012 pertains to Control and Valve Installers and Repairers, except Mechanical Doc associated with the occupational title of Instrument Technician.	r and is
Another indicator of the demand for these occupations in the State of Texas as well as Southeast T region can be found in data compiled by the United States Department of Labor – Bureau of Labor Statistics .	
As of May 2015, the number of persons employed as Petroleum pump system operators, refinery of and gaugers in the state of Texas was 12,120 with an annual mean wage of \$66,510.	perators,
As of May 2015, the number of persons employed as Petroleum pump system operators, refinery of and gaugers in the Beaumont-Port Arthur, TX area was 2,320 with an annual mean wage of \$78,	
As of May 2015, the number of persons employed as Control and Valve Installers and Repairers in of Texas was 7,540 with a annual mean wage of \$44,650 .	the state
As of May 2015, the number of persons employed as Control and Valve Installers and Repairers in Beaumon-Port Arthur, TX area was 130 with an annual mean wage of \$56,810 .	the

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 123910

Amendment # (for amendments only):

TEA Program Requirement 2: The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

- a. Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.
- b. Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
- c. Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
- d. Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
- e. Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- As evidenced in the attached Letter of Support, ExxonMobil Corporation of Beaumont, Texas fully supports and has agreed to serve as an active member of the Petroleum Refining and Chemical Products Innovative Academy (AICPRA) at Beaumont ISD.
- b. ExxonMobil Corporation has agreed to provide between 20-25% match of the grant award in the form of cash and in-kind contributions for purposes of this grant. It is anticipated that the majority of the match will be in the form of in-kind contributions. ExxonMobil will have a major role in the development, implementation, and evaluation of the grant instructional and career development activities. ExxonMobil will be able to provide personnel and resources that will support the various program development, implementation and evaluation objectives. Furthermore, the company will provide assistance in the development of relevant instructional and career development activities that emphasize academic, technical, and soft skills required in the industry. For example, industry representatives will be invited to participate in the development of and presentation of relevant knowledge and skills through guest speaker and presentation events. The industry partner will be able to provide assistance in the form of Supervised Field Trips to the refinery that will give students insight to the actual work environment and the opportunity to have interactive discussions with refinery workers and supervisors.
- c. ExxonMobil will identify at least one person that will serve as the industry liaison and will be given the responsibility to represent the industry through direct and frequent interaction with the ECHS staff.
- d. It is anticipated that industry representatives will not only contribute to the identification of relevant academic, technical, and soft skills but also participate in the delivery of these learning objectives through industry-led guest speaker and presentation activities. Much of the equipment and training resources being proposed in the grant application will support industry involvement in the presentation of "real work" related learning experiences. The interjection of industry personnel in the instructional and career development activities will enhance and validate the provision of marketable skills. Where appropriate and available, industry related certifications or other forms of credentialing will be pursued.
- e. The provision of industry experiences will come in the form of Instructional Worksite Learning. Students will be engaged in learning experiences comparable to that in the industry setting through the use of lab facilities of the ECHS and Lamar Institute of Technology. Students will perform tasks associated with the desired industry skills and competencies through direct instruction/demonstrations provided by ECHS and LIT instructors as well as industry representatives. This will be partially accomplished through utilization of the equipment and training resources being proposed in this application. Mentorship activities will be pursued for the program.

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Texas Education Agency Schedule #17—Responses to TEA Program Requirements (cont.) County-district number or vendor ID: 123910 Amendment # (for amendments only): TEA Program Requirement 3: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. AICPRA students that are participating in the process operating pathway will have the opportunity for engaging in industry standard training, utilizing the facilities and outdoor process unit at LIT. Students in both pathways will receive training in proper Lock Out/Tag Out training practices and procedures. The OSHA standard for The Control of Hazardous Energy (Lockout/Tagout), Title 29 Code of Federal Regulations (CFR) Part 1910.147, addresses the practices and procedures necessary to disable machinery or equipment, thereby preventing the release of hazardous energy while employees perform servicing and maintenance activities. Students in both pathways will also benefit from guest speakers in the industry from 10th - 12th grade. AICPRA students will also be paired with a mentor from their pathway to help facilitate school to career pathways. Students will also be provided with opportunities to apply for possibly internships positions and take facility tours with industry partners. AICPRA students who enter the process operating pathway will have the opportunity to engage in SImtronic process operation experiences which provide students with an interactive, dynamic, real-time process simulation experience that will prepare them for myriad experiences and circumstances that would arise in a work experience. AICPRA students that are in both the Process Operating and the Instrumentation pathways will have the opportunity to ear their IADC Rig Pass Certification. Completion of an IADC RigPass certification confirms that personnel have met basic requirements defined by safety and training professionals in the drilling industry, irrespective of the rig's location. These programs also satisfy the SafeLandUSA and SafeGulf requirements.

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The Austin Innovation Center Petroleum and Refining Academy's career counselor will perform all duties common to the position of counselor, but recognizing the unique needs of an ECHS, the career counselor exercises an important function in the success of students included in the industry academy within the ECHS arena. The career counselor will:

- Work collaboratively with program directors in the Process Operating and Instrumentation programs at LIT to design and help provide a course of study that will permit AICPRA students to complete HS graduation requirements and earn 60 hours of college credit covering core curriculum and foundation courses for the Process operating or Instrumentaiton associate's degrees.
- Ensure a clear pathway to a college degree while still in high school, discussing options with students to apply AICPRA coursework toward completion of a baccaulareate degree.
- Work with the AICPRA principal to create a master schedule to service program goals.
- Monitor student progress.
- Design and implement programs of emotional, social, and academic support for all academy students.
- Ensure all students are properly prepared for success. Specifically, provide freshmen with DORI college success curriculum.
- Work with LIT to access material/curriculum to ensure freshmen students pass the TSI exam in order to enroll in LIT coursework leading to an Associate's degree.
- Direct interventions as required, such as tutorials and engage LIT resources such as tutoring centers/computer labs.
- Encourage students to participate in Honors, service-learning, undergraduate research, and other forms
 of student engagement that promote academic and social success.
- Assist with recruitment and selection of students into successive AICPRA cohorts.
- Maintain and update as necessary student AICPRA portfolio, course completion data, TSI passing rates, STAAR test data, etc.
- Inform and educate parents about the AICPRA program and student progress.
- Participate in meetings and activities with industry partner(s) that contribute to the development, implementation, and evaluation of the program goals and outcomes.

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Texas Education Agency
Schedule #17—Responses to TEA Program Requirements (cont.)
County-district number or vendor ID: 123910 Amendment # (for amendments only):
TEA Program Requirement 5: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. The Austin Innovation Center Petroleum and Refining Academy will provide two programs of study within the petroleum and refining cluster:
1. The Process Operating Program of study, which is offered at LIT, will prepare graduates to qualify for employment as process operators in the refining, petrochemical, polymers, plastics, and pulp/paper industries. Process operators of the future must have broad-based skills including safety, computer science, mathematics, and communication skills. General procedures in distillation, reactions, and quality control common to most industries are included. Austin Innovation Center Petroleum and Refining Academy student who choose this pathway will complete the following courses: Introduction to Process Technology, Process Technology I-Equipment, Principles of Quality, Process Technology II- Systems, Special Topics in Chemistry, and Applied Physics I.
2. The Instrumentation Program of study, which is offered at LIT, will prepare graduates to diagnose problems in control loops used in automated manufacturing systems. Pneumatic and electronic control systems, control loop adjustments and their analysis, process computers, process simulation, and programmable logic controllers will be studied. Graduates will be proficient in calibration, troubleshooting and maintenance of hydraulic, pneumatic, electrical and electronic control devices. They can also function in the electrical maintenance and electrical distribution-related occupations. Students who successfully complete the listed program of study are awarded the Associate of Applied Science degree. Completion of the courses in the certificate program will lead to a Certificate of Completion in Electronic Instrumentation. Austin Innovation Center Petroleum and Refining Academy student who choose this pathway will complete the following courses: DC Circuits, Physics of Instrumentation, Principles of Industrial Measurements I, Flow and Measurement Calibration, Special Topics in Chemistry, and Applied Physics I.
3. Students have the option of transferring all of the credit earned through dual enrollment to Lamar University to apply toward a Bachelor of Science in Industrial Technology. This curriculum is designed to prepare two-year technology graduates to work effectively in the engineer-technologist team and to assume management responsibilities. The program builds a BS degree focused on technology and management on top of an AAS degree with a technology focus. All 60 hours earned while in the AICPRA pathways will apply toward the BS in Industrial Technology at Lamar University.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 123910

Amendment # (for amendments only):

TEA Program Requirement 6: The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Core Curricul	um Credit Earned at LIT	Process Operating Credit Earned at LIT
ALL transferrable to	Lamar University BS-IT Degree	ALL transferrable to Lamar University BS-IT Degree
MATH1314 (3)	ENG 2321 (3)	PTAC 1302 (Introduction to Process Technology)
CHEM 1311/1111 (4)	ENG 2326 (3)	PTAC 1410 (Process Technology I- Equipment)
SPCH 1315/1318 (6)	ECON 2301 (3)	PTAC 2314 (Principles of Quality)
ENG 1301 (3)	GOVT 2305/2306 (6)	PTAC 2420 (Process Technology II-Systems)
ENG 1302 (3)	HIST 1301/1302 (6)	SCIT 1494 (Special Topics in Chemistry)
Arts 1301 (3)		SCIT 1494 (Applied Physics I)

Instrumentation Credit Earned at LIT								
ALL transferrable to Lamar University BS-IT Degree								
CETT 1403 (DC Circuits)								
INCR 1402 (Physics of Instrumentation)								
INTC 1301 (Principles of Industrial Measurements I)								
INTC 1358 (Flow and Measurement Calibration)								
SCIT 1494 (Special Topics in Chemistry)								
SCIT 1494 (Applied Physics I)								

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County-district number or vendor ID: 123910

Amendment # (for amendments only):

TEA Program Requirement 7: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The leadership team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The leadership team must consist of the following:

- a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director
- b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
- c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
- d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison

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The function of this group is to work collaboratively to ensure success of the Austin Innovation Center Petroleum and Refining Academy project is embraced by both Beaumont ISD (BISD) and our higher education partner, the Lamar Institute of Technology (LIT). To perform this function, it is necessary for this group to communicate regularly to reach consensus on a list of topics, including tuition waivers, certifications, and qualifications of adjunct professors, the "crosswalk" and coordination of coursework/degree plans between the two institutions including textbooks and other concerns incorporated in the Memorandum of Understanding.

- a. Superintendent: Dr. John Frossard
 - Assistant Superintentent of Curriculum and Instruction: Dr. Vonda Washington
 - Career and Technical Education Director: Dr. Miranda Phillips
 - Austin Innovation Center Petroleum and Refining Academy, Principal: Mrs. Kristi Fuselier
- b. Lamar Institute of Technology, President: Dr. Lonnie Howard
 - Vice President of Strategic Initiatives, Mr. David Mosley
 - Dean of Academic Affairs, Dr. Nancy Stretcher
 - Austin Innovation Center Petroleum and Refining Academy Liaison, Mr. Pat Calhoun
- c .Lamar Institute of Technology, college partner
 - Austin Innovation Center Petroleum and Refining Academy Liaison, Mr. Pat Calhoun Austin Innovation Center Petroleum and Refining Academy Liaison, Ms. Michelle Davis
- d. ExxonMobil, Industry Partner

Austin Innovation Center Petroleum an	l Refining /	Academy	' Liaison- l	Mr. I	Lee Dula
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	Schedule #17—Responses to TEA Program R	equirements (cont.)
County-district	number or vendor ID: 123910	Amendment # (for amendments only):
continue to me	Requirement 8: The applicant must describe a proposed set the goals of the INDUSTRY CLUSTER NAME Innovative conse is limited to space provided, front side only. Use Arial	Academy ECHS beyond period of the grant
LIT and BISD h	nave planned and budgeted for sustainability beyond the ex	penditure of start-up funds.
	Provide funds for support services, as well as tuition and for Petroleum and Refining Academy students enrolled in dua qualified teacher who can serve as an adjunct and the cou	al credit courses in which BISD provides a
	and Austin Innovation Center Petroleum and Refining Acade Provide local funds for high school instruction, administrat expenditure of start-up funds.	emy will:

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Texas Education Agency									
Schedule #17—Responses to	TEA Program Requirements (cont.)								
County-district number or vendor ID: 123910	Amendment # (for amendments only):								
TEA Program Requirement 9: FOR NEW EARLY COLL school plan that serves grades 9 through 12 and targets at out of school (at risk, economically disadvantaged, English	EGE HIGH SCHOOLS ONLY – The applicant must describe a nd enrolls a majority of students who are at risk of dropping n language learners, and first-generation college goers) or who and attempts to serve no more than 100 students per grade								
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No Barriers	Schedule #18—Equitable Access and Participation				
# No Barriers Students Teachers Others	County-District Number or Vendor ID: 123910 Amendment number (for amendments only):				only):
The applicant assures that no barriers exist to equitable access and participation for any groups Strategies for Gender-Specific Bias Students Teachers Others	No Ba	rriers		,, 	
Barrier: Gender-Specific Bias # Strategies for Gender-Specific Bias Students Teachers Others A01 Expand opportunities for historically underrepresented groups to fully participate A02 Provide staff development on eliminating gender bias	#		Students	Teachers	Others
# Strategies for Gender-Specific Bias Students Teachers Others A01 Expand opportunities for historically underrepresented groups to fully participate A02 Provide staff development on eliminating gender bias	000				
Expand opportunities for historically underrepresented groups to fully participate	Barrie	r: Gender-Specific Bias			
A02 Provide staff development on eliminating gender bias A03 Ensure strategies and materials used with students do not promote gender bias A04 Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender A05 Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender A05 Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender A06 Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender A06 Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program A99 Other (specify) Barrier: Cultural, Linguistic, or Economic Diversity # Strategies for Cultural, Linguistic, or Economic Diversity # Strategies for Cultural, Linguistic, or Economic Diversity Students Teachers Others B01 Provide interpreter/translator at program activities B02 Provide interpreter/translator at program activities B03 Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. B04 Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds B05 Develop/maintain community involvement/participation in program	#	Strategies for Gender-Specific Bias	Students	Teachers	Others
Ensure strategies and materials used with students do not promote gender bias Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender Sensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender A06 Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program Develop De	A01	, , ,,	\boxtimes	\boxtimes	×
A04 Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender A05 Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program A99 Other (specify) Barrier: Cultural, Linguistic, or Economic Diversity # Strategies for Cultural, Linguistic, or Economic Diversity Students B01 Provide program information/materials in home language B02 Provide interpreter/translator at program activities B03 Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. B04 Communicate to students, teachers, and other program beneficiaries an appreciation of students (linguistic and cultural backgrounds) B05 Develop/maintain community involvement/participation in program activities activities and families linguistic and cultural backgrounds B06 Provide staff development on effective teaching strategies for diverse populations B07 Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity B08 Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider B09 Provide parenting training B10 Provide a parent/family center	A02	Provide staff development on eliminating gender bias		\boxtimes	\boxtimes
### Strategies for Cultural, Linguistic, or Economic Diversity ### Strategies for Cultural, Linguistic of Cultural Linguistic diversity ### Strategies for Cultural, Linguistic diversity ### Strategies for Cultural, Linguistic diversity ### Strategies for Cultural Linguistic diversity ### Strategies for Cultural Linguistic and cultural backgrounds ### Develop/maintain community involvement/participation in program activities ### Develop/maintain community involvement/participation in program activities ### Book Provide staff development on effective teaching strategies for diverse populations ### Book Provide staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity ### Book Provide parenting training ### Book Provide parenting training ### Book Provide a parent/family center ### Book Provide a parent/family center	A03		×		
A05 Amendments of 1972, which prohibits discrimination on the basis of gender A06 Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program A99 Other (specify)	A04		e 🗵	\boxtimes	×
A99 Other (specify)	A05	Amendments of 1972, which prohibits discrimination on the basis of		⊠	\boxtimes
Barrier: Cultural, Linguistic, or Economic Diversity Students Teachers Others	A06		\boxtimes		×
# Strategies for Cultural, Linguistic, or Economic Diversity B01 Provide program information/materials in home language B02 Provide interpreter/translator at program activities B03 Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. B04 Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds B05 Develop/maintain community involvement/participation in program activities B06 Provide staff development on effective teaching strategies for diverse populations B07 Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity B08 Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider B09 Provide a parent/family center	A99	Other (specify)			
Bo1 Provide program information/materials in home language Devoide interpreter/translator at program activities Devoide a parent/family center Devoide a pa	Barrie	r: Cultural, Linguistic, or Economic Diversity			
Bo2 Provide interpreter/translator at program activities Develop/maintain community involvement/participation in program activities Develop/maintain community involvement/participation in program Develop/maintain community involvement/participation in pr	#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
Bo3 Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. Bo4 Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds Bo5 Develop/maintain community involvement/participation in program activities	B01	Provide program information/materials in home language			\boxtimes
through a variety of activities, publications, etc. Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds Develop/maintain community involvement/participation in program activities Provide staff development on effective teaching strategies for diverse populations Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider Bog Provide parenting training Provide a parent/family center	B02	Provide interpreter/translator at program activities			Ø
B04 appreciation of students' and families' linguistic and cultural backgrounds B05 Develop/maintain community involvement/participation in program activities B06 Provide staff development on effective teaching strategies for diverse populations B07 Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity B08 Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider B09 Provide parenting training B10 Provide a parent/family center	B03		×	×	\boxtimes
B05 activities B06 Provide staff development on effective teaching strategies for diverse populations B07 Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity B08 Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider B09 Provide parenting training B10 Provide a parent/family center	B04	, , , , , , , , , , , , , , , , , , , ,	, 🗵	\boxtimes	\boxtimes
B06 populations Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider B09 Provide parenting training B10 Provide a parent/family center	B05		×	Ø	\boxtimes
and communicates an appreciation for diversity Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider Bo9 Provide parenting training B10 Provide a parent/family center	B06			⊠	\boxtimes
assistance center, Title I, Part A school support team, or other provider Bo9 Provide parenting training B10 Provide a parent/family center	B07			×	\boxtimes
B10 Provide a parent/family center	B08			\boxtimes	⊠
	B09	Provide parenting training	\boxtimes		
B11 Involve parents from a variety of backgrounds in decision making	B10	Provide a parent/family center			\boxtimes
	B11	Involve parents from a variety of backgrounds in decision making			☒

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Texas Education Agency Schedule #18—Equitable Access and Participation (cont.) County-District Number or Vendor ID: 123910 Amendment number (for amendments only): Barrier: Cultural, Linguistic, or Economic Diversity (cont.) Students **Teachers** Others Strategies for Cultural, Linguistic, or Economic Diversity Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to П M B12 the school X Provide child care for parents participating in school activities П B13 Acknowledge and include family members' diverse skills, talents, and \boxtimes \boxtimes **B14** knowledge in school activities Provide adult education, including GED and/or ESL classes, or family \boxtimes **B15** literacy program Offer computer literacy courses for parents and other program 冈 **B16** beneficiaries Ø Conduct an outreach program for traditionally "hard to reach" parents **B17** X Coordinate with community centers/programs **B18** Seek collaboration/assistance from business, industry, or institutions of 冈 X **B19** higher education Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and \boxtimes X図 B20 Ensure compliance with the requirements in Title VI of the Civil Rights Act \boxtimes \boxtimes of 1964, which prohibits discrimination on the basis of race, national 冈 **B21** origin, and color Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the \boxtimes 冈 Ø **B22** program Provide mediation training on a regular basis to assist in resolving \boxtimes П **B23** disputes and complaints Other (specify) B99 **Barrier: Gang-Related Activities** # Strategies for Gang-Related Activities Students **Teachers** Others X Provide early intervention П C01 冈 П Provide counseling C02 Conduct home visits by staff 冈 C03 Provide flexibility in scheduling activities П C04 X П Ø Recruit volunteers to assist in promoting gang-free communities C05

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Provide before/after school recreational, instructional, cultural, or artistic

Provide mentor program

programs/activities

C06

C07

 \boxtimes

Texas Education Agency Schedule #18—Equitable Access and Participation (cont.) Amendment number (for amendments only): County-District Number or Vendor ID: 123910 Barrier: Gang-Related Activities (cont.) Strategies for Gang-Related Activities Students **Teachers** Others \boxtimes \boxtimes C08 Provide community service programs/activities 冈 П 冈 C09 Conduct parent/teacher conferences П П C10 Strengthen school/parent compacts Establish collaborations with law enforcement agencies \times 冈 冈 C11 \boxtimes Provide conflict resolution/peer mediation strategies/programs C12 Seek collaboration/assistance from business, industry, or institutions of \boxtimes 図 C13 図 higher education Provide training/information to teachers, school staff, and parents to deal 冈 図 C14 with gang-related issues Other (specify) C99 **Barrier: Drug-Related Activities Teachers** Others # Strategies for Drug-Related Activities **Students** Provide early identification/intervention X D01 \times П П Provide counseling D02 Conduct home visits by staff П D03 Recruit volunteers to assist in promoting drug-free schools and 冈 П \Box D04 communities Provide mentor program П П D05 Provide before/after school recreational, instructional, cultural, or artistic 冈 П П D06 programs/activities Provide community service programs/activities \boxtimes П П D07 Provide comprehensive health education programs \boxtimes П D08 Conduct parent/teacher conferences \boxtimes \boxtimes D09 \boxtimes 冈 Establish school/parent compacts П D10 \boxtimes \boxtimes Develop/maintain community collaborations 冈 D11 Provide conflict resolution/peer mediation strategies/programs П D12 Seek collaboration/assistance from business, industry, or institutions of \boxtimes X \boxtimes D13 higher education Provide training/information to teachers, school staff, and parents to deal X 図 D14 with drug-related issues \Box Other (specify) D99 Barrier: Visual Impairments **Teachers** Others **Students** # Strategies for Visual Impairments Provide early identification and intervention \boxtimes E01 X Provide program materials/information in Braille П E02

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•	Schedule #18—Equitable Access and Pa	rticipation	į (cont.)		
····································		nendment :	number (for a	mendments	only):
Barrie	r: Visual Impairments				
#	Strategies for Visual Impairments		Students	Teachers	Others
E03	Provide program materials/information in large type		\boxtimes		
E04	Provide program materials/information in digital/audio formats		\boxtimes		
E05	Provide staff development on effective teaching strategies for vis impairment	ual			
E06	Provide training for parents				
E07	Format materials/information published on the internet for ADA accessibility		\boxtimes	\boxtimes	Ø
E99	Other (specify)				
Barrie	r: Hearing Impairments				
#	Strategies for Hearing Impairments				
F01	Provide early identification and intervention		\boxtimes		
F02	Provide interpreters at program activities		\boxtimes	\boxtimes	\boxtimes
F03	Provide captioned video material	· · · · · · · · · · · · · · · · · ·	\boxtimes	\boxtimes	\boxtimes
F04	Provide program materials and information in visual format		\boxtimes	\boxtimes	\boxtimes
F05	Use communication technology, such as TDD/relay		\boxtimes		
F06	Provide staff development on effective teaching strategies for he impairment	aring			
F07	Provide training for parents				\boxtimes
F99	Other (specify)				
Barrie	r: Learning Disabilities				
#	Strategies for Learning Disabilities		Students	Teachers	Others
G01	Provide early identification and intervention		\boxtimes		
G02	Expand tutorial/mentor programs		\boxtimes		
G03	Provide staff development in identification practices and effective teaching strategies	•		\boxtimes	\boxtimes
G04	Provide training for parents in early identification and intervention)			\boxtimes
G99	Other (specify)	ì			
Barrie	r: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constrain	its	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by stu with other physical disabilities or constraints	dents	\boxtimes	☒	
H02	Provide staff development on effective teaching strategies			⊠	
H03	Provide training for parents				\boxtimes
H99	Other (specify)				

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Texas Education Agency Schedule #18—Equitable Access and Participation (cont.) County-District Number or Vendor ID: 123910 Amendment number (for amendments only): Barrier: Inaccessible Physical Structures Strategies for Inaccessible Physical Structures **Students** Teachers Others Develop and implement a plan to achieve full participation by students J01 冈 冈 冈 with other physical disabilities/constraints Ensure all physical structures are accessible Ø J02 冈 × J99 Other (specify) П Barrier: Absenteeism/Truancy # Students **Teachers** Strategies for Absenteeism/Truancy **Others** K01 Provide early identification/intervention \boxtimes Develop and implement a truancy intervention plan K02 冈 П П Conduct home visits by staff \boxtimes K03 K04 Recruit volunteers to assist in promoting school attendance П П K05 Provide mentor program П Provide before/after school recreational or educational activities K06 冈 П X K07 Conduct parent/teacher conferences X K08 Strengthen school/parent compacts П Develop/maintain community collaborations 冈 K09 K10 Coordinate with health and social services agencies Coordinate with the juvenile justice system \boxtimes K11 冈 П Seek collaboration/assistance from business, industry, or institutions of K12 \boxtimes П higher education K99 Other (specify) П **Barrier: High Mobility Rates** Strategies for High Mobility Rates Students **Teachers Others** Coordinate with social services agencies 冈 L01 П Establish collaborations with parents of highly mobile families 冈 L02 冈 冈 L03 Establish/maintain timely record transfer system П L99 Other (specify)

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Strategies for Lack of Support from Parents

Develop and implement a plan to increase support from parents

Barrier: Lack of Support from Parents

Conduct home visits by staff

M01

M₀2

Others

П

Students

X

X

Teachers

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	Schedule #18—Equitable Access and Particip	entral management of the second second second	2002020-000-000		
		nent num	ber (for a	amendments	only):
Barrie	r: Lack of Support from Parents (cont.)			ı	
#	Strategies for Lack of Support from Parents	St	udents	Teachers	Others
M03	Recruit volunteers to actively participate in school activities				
M04	Conduct parent/teacher conferences			\boxtimes	
M05	Establish school/parent compacts				
M06	Provide parenting training				\boxtimes
M07	Provide a parent/family center				
80M	Provide program materials/information in home language		\boxtimes		
M09	Involve parents from a variety of backgrounds in school decision making	ng			\boxtimes
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school		\boxtimes		
M11	Provide child care for parents participating in school activities				
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities		\boxtimes		
M13	Provide adult education, including GED and/or ESL classes, or family literacy program		\boxtimes		
M14	Conduct an outreach program for traditionally "hard to reach" parents				\boxtimes
M15	Facilitate school health advisory councils four times a year				\boxtimes
M99	Other (specify)				
Barrie	r: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	St	udents	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personne			\boxtimes	
N02	Recruit and retain personnel from a variety of racial, ethnic, and langu minority groups	age		\boxtimes	\boxtimes
N03	Provide mentor program for new personnel			\boxtimes	
N04	Provide intern program for new personnel				
N05	Provide an induction program for new personnel			\boxtimes	
N06	Provide professional development in a variety of formats for personne	ı		\boxtimes	
N07	Collaborate with colleges/universities with teacher preparation program	ns		\boxtimes	\boxtimes
N99	Other (specify)				
Barrie	r: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	St	udents	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits		\boxtimes	⊠	\boxtimes
P02	Publish newsletter/brochures to inform program beneficiaries of activit and benefits	ies	\boxtimes	\boxtimes	\boxtimes

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	Texas Education Agency				
	Schedule #18—Equitable Access and Participation	<u>n</u> (cont.)			
County	-District Number or Vendor ID: 123910 Amendment	number (for a	amendments	only):	
Barrie	r: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others	
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	\boxtimes	\boxtimes	\boxtimes	
P99	Other (specify)				
Barrie	r: Lack of Transportation to Program Activities		_		
#	Strategies for Lack of Transportation	Students	Teachers	Others	
Q01	Provide transportation for parents and other program beneficiaries to activities	\boxtimes		\boxtimes	
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	×		⊠	
Q03	Conduct program activities in community centers and other neighborhood locations			\boxtimes	
Q99	Other (specify)				
Barrie	r: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others	
700	Other barrier		F-7	 1	
Z99	Other strategy] 🛄			
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Z99	Other strategy			L	
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700	Z99 Other barrier Other strategy Other barrier		 	П	
233	Other strategy				
Z 99	Other barrier				
	Other strategy	L_J		<u>. </u>	
Z 99	Other barrier				
200	Other strategy				
Z99	Other barrier	_		П	
	Other strategy	<u> </u>			
Z99	Other barrier			П	
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Z99	Other barrier				
	Other strategy			_	

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	Texas Education Agency			
	Schedule #20—Outside Sources of Incor	ne and Pre-Existing C	<u>ontent</u>	
Cour	nty-district number or vendor ID: 123910	Amendment #	(for amendment	s only):
Part proje	 Outside Sources of Income. Report any non-TEA income ct if the content, products, or materials created using grant fun E: The grand total from this part of this schedule does not trans 	used to support or deve ds are to be commercia sfer to Schedule #6—P	elop the identified alized. rogram Budget S	d TEA-funded Summary.
	Not applicable. The contents, products, and/or materials of (If in the future it is determined that the content, products, applicant must contact the Division of Grants Administration	and/or materials will be	commercialized,	
#	Grantor	Grant Per		Amount
1				\$
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4				\$
5			Total:	\$
funde The p works	2: Pre-Existing Content. On this part of the schedule, list by the dwith TEA funds. Provisions of any and all memoranda of understanding between screated by the IHE applicant, and/or its component institution.	n TEA and the IHE appl s, with TEA funding, ar	icant regarding of incorporated he	copyrights in
	Not applicable. No product, document, or content existed p	rior to receipt of grant fu	inds from TEA.	
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ExxonMobil P.O. Box 3311 1795 Burt Street Beaumont, Texas 77704-3311

ExonMobil

October 25, 2016

Texas Education Agency 1701 Congress Ave. Austin, Texas 78701

To Whom it May Concern,

I am writing this letter today on behalf of Exxon Mobil Beaumont in support of the Beaumont Independent School District's (BISD) application for grant funding to support its Early College High School.

As the largest industrial tax contributor to the educational needs of Beaumont's youth, we were extremely pleased to learn of BISD's pursuit of Texas Industry Cluster Innovative Academies funding to support the addition of Petroleum Refining and Chemical Products technical programs to the Early College High School's course offerings. With four major manufacturing facilities in the Beaumont area and over 2,100 employees, we have built a strong relationship with BISD over many years, as well as the Lamar Institute of Technology and Lamar University.

We currently partner with BISD in numerous ways, providing volunteers for reading, math and mentorship programs, participating in STEM nights at local schools, and by providing funding to our partners to expand the offering of STEM summer science camp opportunities and programs to introduce girls to engineering. In addition, we currently fund scholarships for up to 60 students per year to enroll in dual-credit courses at the Lamar Institute of Technology in petroleum refining, instrumentation and other related disciplines.

At the post-secondary level, we currently serve on numerous boards and advisory councils for engineering and product instrumentation and process operator training programs at the aforementioned institutions, provide maintenance funding and equipment donations when possible, and our employees actively engage with these institutions as volunteers and mentors. We have a strong foundation from which to grow similar support for an Early College High School.

Driving these sorts of course offerings down into the secondary school level will strengthen the pipeline of talent needed to operate our facilities safely and efficiently in the future, and we intend to continue to lend our support — as we have to our other partner institutions - to ensure that the Early College High School succeeds in this endeavor.

Regards,

Lee Dula

Public and Government Affairs

ExxonMobil Beaumont



October 25, 2016

Dr. Miranda Phillips, Director Career & Technical Education Beaumont Independent School BISD Administration Annex Bldg. 4315 Concord Road Beaumont, TX 77703

Dear Dr. Phillips,

The Southeast Texas Workforce Development Board, dba Workforce Solutions Southeast Texas, is one of 28 Workforce Boards in the state of Texas that is responsible for leading and governing the region's workforce system. As an administrative body, it provides oversight for employment and training programs in our area. Additionally, the Board is responsible for strategic planning to address workforce issues for a three county region. The Workforce Solutions Southeast Texas region consists of the counties of Hardin, Jefferson and Orange.

As such, we confirm that Petroleum Pump System Operators, Refinery Operators, and Gaugers (Process Operators) SOC Code 51-8093 and Control and Valve Installers and Repairers, Except Mechanical Door (Instrument Technician) SOC 49-9012 are considered to be High Demand and Targeted Occupations in the Southeast Texas Workforce Development Area.

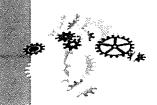
For questions or further information, please contact Ira L. McNeil, Business Solutions Consultant, at (409) 719-4788.

Sincerely,

Marilyn Smith
Executive Director

Southeast Texas Workforce Development Board.

Marilyn Smith





Lamar Institute of Technology and Beaumont Independent School District Dual Enrollment Agreement 2016-2017

This agreement is made by and between the Lamar Institute of Technology (LIT) and the Beaumont Independent School District (ISD). The purpose of this Agreement is to allow for eligible high school students to enroll in college courses and receive credit for courses from the School District and LIT. The following terms and conditions shall govern the eligibility and enrollment of the students and the administration of the high school and college courses offered via dual enrollment effective August 1, 2016.

I. General Information.

- A. College credit courses may be provided at a high school in the Beaumont ISD or at LIT.
- B. College credit and non-college-credit courses offered on either the high school or the LIT campus will be eligible for dual enrollment status.

II. Eligible Courses.

- A. College courses listed in the LIT Catalog are eligible for dual enrollment.
 - 1. Exceptions include:
 - a. Limited access allied health programs.
 - b. Courses that have additional requirements. For example, EMSP classes require that students be 18 years of age.
- B. Eligible courses may be taken in any format that the college offers them unless otherwise specified in the agreement.
- C. Establish Course(s).
 - 1. The high school must request, in writing, to offer a dual enrollment course on the high school campus. The request must include the course title, course prefix, faculty member, course location, and course meeting times. Requests must include dual enrollment courses for the academic year (fall semester and spring semester). Requests must be submitted to the LIT Vice President for Academic Affairs.
 - 2. For courses that begin in the fall semester, LIT <u>must</u> be notified no later than the first working day in June.
 - 3. If the request is approved, the course will be added to the LIT schedule. Until this process has occurred, students will not be able to register for the course(s).
 - 4. The Vice President of Academic Affairs will forward the list of courses being taught to the Department Chairs after receiving them from the Beaumont ISD. The Department Chairs will send LIT syllabi for each course to the Principal of each high school. Before the first class meeting, Beaumont ISD will send the teachers individual syllabus for each course to the Vice President of Academic Affairs.

III. Student Eligibility.

- A. A student enrolling in dual enrollment college credit course(s) must qualify according to the following criteria:
 - 1. GPA.

- a. Unweighted cumulative GPA of 3.00 for all course(s).
- 2. College credit course(s). Students who plan to enroll in Dual Enrollment course(s) must achieve a satisfactory score on the TSITM test.

	Academic Courses	Technical Courses
STAAR	Score of Level 2 on Algebra II EOC, Score 4000 Score of Level 2 on English III EOC, Score 2000	Score of Level 2 on Algebra II EOC, Score 4000 Score of Level 2 on English III EOC, Score 2000
TSI	Mathematics score of ≥350 Reading score of ≥351 and Writing score of ≥363 with 4 on essay	Mathematics score of ≥350 Reading score of ≥351 and Writing score of ≥363 with 4 on essay

3. TSI Assessment. Effective August 22, 2013 all students that register for classes at LIT must complete the TSI Assessment and meet the minimum scores listed below.

Required TS1 Assessment Score	Minimum Score
Contemporary Mathematics (MATH 1332)	Mathematics score of ≥350
College Algebra (MATH 1314)	Mathematics score of ≥350
English (ENGL 1301)	Reading score of ≥351 and
	Writing score of ≥363 with 4 on essay

- B. High school students who need college level courses in order to continue to study in a discipline will be eligible to take dual enrollment courses offered on either the high school campus or the college campus.
- C. Students must meet the stated pre-requisite(s) and/or co-requisite(s) of each course and be at least in the 9th grade.
- D. It is strongly recommended that the background and maturity level of the student be considered prior to registration in any college credit course.
- E. Seniors who will graduate at the end of the high school second semester are eligible for dual enrollment participation during Summer I and Summer II of the year in which they graduate provided that the course(s) and credits may be recorded on the high school transcript by the date of high school graduation. All other eligible students may participate in Summer I and II.

IV. Admissions and Registration.

- A. Counseling Sessions.
 - 1. College personnel will provide the high school principal and counselors with pertinent information concerning the dual enrollment course(s).
 - 2. Students will be permitted one attempt per dual enrollment course.
- B. Students must have the approval of parents and high school guidance counselor documented on the *Dual Enrollment Application*.
- C. Entry-level examinations for dual enrollment academic and technical courses shall be requested by the Principal's designee and administered by LIT's designee. Testing will occur as early as possible, prior to the beginning of the semester.
- D. High school counselors will:

- 1. Provide advising and disseminate dual enrollment program information to students and parents.
- 2. Provide course descriptions and course syllabi to students and parents for review during the approval process for students. Syllabi are available on the LIT website (http://www.lit.edu/syllabi/catalog-syllabus.aspx).
- 3. Students need to submit a dual enrollment application on the Apply Texas website.
- 4. Submit 504 Plan to the LIT Special Populations Coordinator.
- 5. Residency. Students must meet the residency requirements. Non-residents must provide one of the following documents:
 - a. U.S. Passport (current or expired) unless stamped non-citizen national.
 - b. U.S. Birth Certificate.
 - c. Certificate of U.S. Citizenship (Form N-560 or N-561) issued by USCIS through a federal or state court or through administrative naturalization after December 1990.
 - d. Certification of Naturalization (Form N-550 or N-570) issued by USCIS.
 - e. Permanent Certificate of Naturalization.
 - f. Resident Card with photograph (Form I-151) issued since 1997 or later.
 - g. Resident Alien Card (Form I-551) issued before 1997.
 - h. Consular Report of Birth Abroad (Form FS-240) Issued by State Department and valid photo ID.

If the student cannot meet the residency requirements, they may not participate in the dual enrollment courses.

E. Deadlines

- 1. The ISD School will deliver approximately 75% of applications and required documents to LIT by July 1st.
- 2. The ISD School will deliver the remaining applications and required documents to LIT before the 1st Class Day.

V. Course Curriculum, Instruction, and Grading.

A. Curriculum.

- 1. Dual enrollment courses are college classes and have the academic rigor expected in all college coursework.
- 2. College courses will be taught according to the approved college syllabus.
- 3. Applications will not be processed after the late registration period.

B. Curriculum Alignment.

- 1. High school principals and college personnel will coordinate course offerings with the high school curriculum in accordance with locally established procedures.
- 2. The ISD faculty and LIT faculty must meet each semester to review the curriculum, methodology, schedules, and student evaluation.

C. Instruction.

1. Schedule.

- a. Dual enrollment courses taught by high school instructors will be taught during normal class periods and hours¹, for the entire high school semester and in compliance with the high school calendar.
- b. Dual enrollment courses taught by LIT faculty will be taught in accordance with the LIT schedule and calendar or as agreed upon by the ISD and the LIT Vice President of Academic Affairs.
- 2. The student and/or parent(s) shall be responsible for the student's transportation and accept all liability for all courses taken on the LIT campus.
- College instructors must comply with all applicable rules governing attendance, classroom management and record keeping while conducting courses on the high school campus.

D. Grading.

- 1. Standard college exams will be used where applicable.
- 2. Grading will be consistent with the grading policy in the LIT course syllabus. Audit grades are not allowed.
- 3. Student grades will be reported to the ISD at the end of the semester to the person or office designated by the Beaumont ISD to receive this information.
- 4. Final grades for students shall be submitted electronically by the faculty member teaching the course according to the LIT Grade Reporting Process and the LIT Academic Calendar.
- 5. Grades will be reported to the ISD as requested for students registered for dual enrollment classes on the LIT campus.

VI. Transcription of Credit.

- A. Approved dual enrollment courses will be used to fulfill high school credit graduation requirements or elective credit.
- B. All college credit courses offered will meet the guidelines for transferability of credit under the Texas Education Agency Dual Enrollment policy.

VII. Dual Enrollment Program Policies.

- A. College instructors teaching on the high school campus during regular school hours will be required to attend organizational meetings, when requested.
- B. It will be the responsibility of the high school Principal to ensure that high school instructors teaching dual enrollment courses abide by the conditions of this agreement.
- C. Dual enrollment instruction must be provided for dual enrollment students only. ISD students and dual enrollment students may not receive instruction in the same classroom at the same time.

VIII. Faculty Selection, Supervision and Evaluation.

A. Selection.

¹ Guidelines for Instructional Programs in Workforce Education, Higher Education Coordinating Board, 2015.

- 1. Instructors for college course offered at the high school during regular school hours are to be agreed upon mutually by the high school Principal and college personnel in accordance with locally established procedures.
- 2. Dual enrollment faculty members <u>must</u> meet the criteria specified by LIT and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
- 3. Procedure to approve high school dual enrollment faculty:
 - a. The Principal must recommend personnel to teach dual enrollment classes. The principal must submit the recommendation in writing along with copies of credentials that support the recommendation. Documents must include official transcripts. Other documents may include copies of licenses, work verification, etc.
 - b. The Principal and the Vice President of Academic Affairs will mutually agree upon the faculty members assigned to teach dual enrollment classes on the high school campus. If no agreement can be reached about any faculty member assigned, the course will not be taught as a dual enrollment course.
 - c. All documents must be submitted at least thirty (30) days before the faculty member teaches a dual enrollment course(s).

B. Faculty Background Screening.

- Community college faculty who teach dual enrollment courses on the high school campus
 may be required to undergo background screening conducted by the school district. LIT
 will be responsible for ensuring that all such employees have been screened by the school
 district prior to their teaching assignment.
- 2. Although the school district cannot make decisions related to the employment of LIT instructional staff, they can use the results of the background screening to prohibit such personnel from teaching on the high school campus.
- 3. LIT will be responsible for the costs associated with the background screening for LIT employees.
- 4. The ISD will be responsible for the costs associated with the background screening for ISD employees.

C. Faculty Evaluation.

- 1. Evaluation of instructors on high school campuses shall be conducted by LIT as follows:
 - a. The Principal will inform each instructor that he/she will be involved in an evaluation program conducted by LIT and that this program will not be used to determine the employment status of the instructor. The information should be provided to the instructor prior to being assigned a dual enrollment class.
 - b. LIT will identify the college administrator (normally the department chair) who will be conducting the evaluation program at each high school and provide the name of such person prior to the beginning of each school year to the Principal.
 - c. The LIT evaluator will review the evaluation program with the instructor. The review shall include a full explanation of each evaluation instrument and an assurance that none of the forms will be placed in the instructor's personnel file at the school district office. Each instructor will be provided with a copy of each evaluation instrument. The Principal, LIT evaluator and instructors will decide collaboratively how and when the evaluation will be implemented. The decision should include the following:

- i. Date the Faculty Evaluation form will be given to students and procedures for collection.
- ii. Month of school year that classroom observations will be conducted and should include: who will conduct the observation, number of observations, and procedures of scheduling pre and post observation conferences.
- iii. The manner in which the Faculty Evaluation form will be completed and how it will be shared with the instructor. The faculty will receive a personal copy of the evaluation. Only upon the faculty member's request and/or approval will a copy be shared with school or district personnel. This summative conference should occur no later than 10 days after the last observation.
- iv. The LIT evaluator, upon the request of the Principal, will coordinate with the Principal for the purpose of discussing the program and decide upon a time when the Principal and evaluator will schedule an orientation meeting. The orientation meeting should be scheduled during the first month of the new school year.

IX. Academic Policies and Student Support Services.

A. Students with Disabilities

- Beaumont ISD is responsible for providing and funding reasonable accommodations for dual enrolled student(s) with recent and/or well documented physical and/or learning disabilities during regular high school hours on the high school campus(s). Students with disabilities who are accepted into a dual enrollment course will receive accommodations listed in the "Transition Individual Education Plan (TIEP)."
- 2. Additional testing to receive these accommodations will not be required for students taking courses on either the high school or LIT campus.
- 3. Beaumont ISD and LIT will share equally in the cost of reasonable accommodations that are mutually agreed upon for dual enrolled student(s) who are registered for LIT dual enrollment course(s) on the LIT campus or at another location, i.e., high school campus outside of the normal high school hours.
- 4. Nothing herein shall make LIT a party to the TIEP nor shall LIT be given or required to have a TIEP with a dual enrollment student. LIT's Office of Special Populations shall work with Beaumont ISD to determine needed accommodations.

B. Confidentiality.

- 1. Each party acknowledges that each party will send and receive information on students which is considered confidential under federal and Texas laws.
- Each party agrees to protect and hold confidential information except by written authorization from the student and/or parent, or unless otherwise authorized or required by law or rules.

C. Attendance.

- 1. In the event that the college instructor is unable to attend a scheduled class, the college will provide a qualified substitute instructor. The high school will provide a qualified substitute instructor in the event that the high school instructor is unable to attend a scheduled class.
- 2. Lamar Institute of Technology agrees to:
 - a. Confirm all LIT campus dual enrollment registrations with each Beaumont ISD high school at the beginning of each semester.
 - b. Notify the high school dual enrollment contact whenever a student drops or withdraws from a course.
 - c. Notify high school counselors when a student has unexplained absences or is in jeopardy of failure.
- 3. The ISD will supervise a change in student enrollment status.
 - a. The ISD will assure that the student completes the LIT Drop/Withdrawal form to change their enrollment status.
 - b. Notify the LIT Student Services representative about their intent to drop or withdraw from course(s).

D. Suspension Policy.

- 1. When a student is suspended from a ISD school, for any reason, the student will not be permitted to attend dual enrollment classes on LIT's campus for the dates indicated in the suspension.
- The school Principal will notify the Vice President of Academic Affairs of the suspension.
 The suspended student will be subject to any penalties noted in the syllabi of the LIT courses in which he/she is registered.

X. Funding.

A. Tuition.

- 1. Beaumont ISD will pay tuition and fees for students enrolled in dual credit courses according to Table 1: Tuition and Fees (page 8).
- 2. Beaumont ISD will pay tuition and fees for:
 - a. All students enrolled on the first day of class.
 - i. If the enrollment does not meet the minimum number of students identified in *Table 1: Tuition and* Fees (page 8) the ISD will pay for the minimum number of students.
 - b. Any students enrolled after the first day of class.
 - c. A Distance Education fee of fifty (\$50) dollars per semester credit hour will be added to the tuition and fees if a student is registered for a course offered as an on-line format.
- 3. For programs requiring professional liability insurance, the required professional liability insurance will be paid by Beaumont ISD. LIT will bill Beaumont ISD for these fees. Tuition and Fees are due before the end of the semester in which students are enrolled.
- 4. Tuition and Fees are subject to change without notice by action of *The Texas State University System*.

Table 1: Tuition and Fees

	Campus Location	Faculty	Description	Tuition per SCH ²	Technology Fee	Distance Education Fee (if applicable)	Minimum Number of Students Enrolled
A	LIT	LIT ³	Student on LIT campus with LIT instructor.	\$110	\$18 per SCH	\$ 50	10
В	ISD	LIT	Student at high school site with LIT instructor.	\$110	\$18 per SCH	\$50	10
C	ISD	ISD	Student at high school site with ISD instructor.	\$75	\$0	\$0	10

XI. Textbooks and Instructional Supplies.

- A. Responsibility of Beaumont ISD:
 - 1. Supply students with textbooks currently adopted by LIT and basic instructional supplies.
 - 2. Purchase, store, and maintain textbooks used in the dual enrollment course(s).

B. Responsibility of LIT:

- 1. Provide the Principal with a current list of adopted textbooks by the first working day in May.
- 2. Review request for exceptions to textbook selection and approve textbooks that adequately meet the curriculum objectives for the college dual enrollment courses.
- C. Student(s) may be required to provide, at his or her own expense, additional materials such as safety glasses, uniforms, safety shoes, kits, etc.

XII. Amendments to this Agreement.

- A. This agreement, once signed by LIT and the Beaumont ISD Superintendent, may be amended in writing and agreed upon by both parties.
- B. Written requests must be delivered to the Principal and VPAA sixty (60) days before the requested amendment is effective.

XIII. Contacts.

- A. This agreement will be effective for five (5) years from the year the agreement is signed.
- B. For LIT:
 - Vice President for Academic Affairs, P.O. Box 10043, Beaumont, TX, 77710; 409-880-2148.

C. For the ISD:

1. Principal or designated ISD employee.

² Cost per semester credit hour per student.

³ Faculty member paid by LIT.

XIV. Indemnification.

A. To the extent authorized by Texas law, the parties indemnify and hold harmless each other and/or all of its officers, employees, or agents from any and all suits, claims, demands, actions, causes of actions, judgments, liability, loss, damage, attorney's fees, court costs or expenses of any kind, which each part, its officers, employees or agents, may incur arising from the negligence of the other party during the performance of any provision of this agreement or from the activities of the District and LIT personnel, students, faculty, as aforesaid under the provisions of the agreement.

Dr. Lonnie L. Howard, President, Lamar Institute of Technology Date

Z80c216

Dr. John W. Frossard, Superintendent, Beaumont Independent School District Date

10-28-16

TRANSFER AND ARTICULATION AGREEMENT BETWEEN

Lamar Institute of Technology

(Associate of Applied Science Degrees and others)

and

Lamar University

(Bachelor of Science Degree in Industrial Technology)

Purpose

Lamar Institute of Technology (LIT) and Lamar University Department of Industrial Engineering enter into this agreement to facilitate the opportunities for students who wish to transfer from the specified LIT Associate of Applied Science Degree programs to the Lamar University Bachelor of Science Industrial Technology Degree program. This agreement specifies the conditions and requirements necessary for students to transfer to Lamar University with minimum loss of credit.

Changes

Proposed changes in policies or curriculum by either party must be communicated in writing to the other party. Any changes agreed upon must be signed, dated, and attached to this agreement. Either party may independently terminate this agreement by notifying the other party no less than one academic year before the intended date of termination.

Period

This agreement is subject to review each year.

General Requirements

All students transferring to Lamar University must meet the following requirements:

- a.) Students must have a cumulative grade point average of at least 2.0.
- b.) All courses intended for transfer must have a grade of "C" or higher.
- c.) A maximum of 60 semester hours will be accepted towards the Bachelor of Science in Industrial Technology for A.A.S. graduates. Up to 39 credits may be transferred from an approved technology major field of study and up to 21 academic credits may be applied which meet the Lamar University required academic core sequence. Lamar University will work with transfer candidates to determine final credit award.
- d.) Students eligible for transfer to Lamar University must have met the minimum admission requirements to enter Lamar University.
- e.) Students applying without an A.A.S. degree will have their credits transferred to their best advantage as determined by Lamar University, provided the credits are applicable to the degree program.
- f.) This agreement includes the Bachelor of Science in Industrial Technology degree plan for display purposes (See Appendix A) and the specific majors from Lamar Institute of Technology that apply (See Appendix B).
- g.) Other transfers for majors not included in this agreement will be considered by Lamar University on an individual case-by-case basis

During the time that this Transfer and Articulation Agreement is in effect:

- a) both institutions will work cooperatively to ensure a smooth transfer with minimal academic interruption;
- b) each institution will notify the other concerning any contemplated curricular changes which would affect the future of this agreement;
- c) With respect to courses or blocks of courses transferred under this agreement, Lamar Institute of Technology (LIT) will ensure that all instructors of academic courses satisfy the Southern Association of Colleges and Schools (SACS) faculty credentials standards for "associate degree courses designed for transfer." LIT will work to ensure that instructors of technical courses meet these same standards as appropriate and practical. LIT will ensure that all instructors of technical courses satisfy SACS faculty credentials for "associate courses not designed for transfer to the baccalaureate degree." Upon request, LIT will inform Lamar University of faculty who do not meet the SACS criteria for technical courses and/or baccalaureate-transfer courses, and will provide information on faculty credentials. Whenever credentials-related issues arise, they will be resolved on a case-by-case basis by Lamar University program faculty and administrators after consultation with appropriate administrators and/or faculty at LIT.
- d) The Technical Course Review Committee (TCRC), composed of faculty from the Industrial Engineering department at Lamar University, will assess technical courses from Lamar Institute of Technology to determine if they will be applied toward Lamar University's Industrial Technology program. This assessment will be conducted using syllabi and catalog descriptions provided by LIT. Once this assessment has been completed, a notice of approval or denial will be sent to the LIT campus involved.

Publication

Lamar Institute of Technology and Lamar University may use this agreement and the names of the institutions in the official college catalogs.

Signatures

It is with this agreement that we propose to facilitate the transition of transfer students from Lamar Institute of Technology to the Lamar University Industrial Technology program.

Victor Zaloom, Ph.D. Associate Dean of the College of Engineering Professor and Chair Department of Industrial Engineering Lamar University

Vistas Zalom 9-9-9
Signature Date

Jack Hopper, Ph.D.
Dean of the College of Engineering
Lamar University

Signature Date 9-9-99

Stephen Doblin, Ph.D.
Provost and Vice President for Academic Affairs
Lamar Unixersity

Signature Date

Dr. Paul Szuch President

Lamar Institute of Technology

Signature Date

Betty Reynard, RDH., EdD. Vice President for Academic Affairs Lamar Institute of Technology

States Sugnau Date

Appendix A Bachelor of Science in Industrial Technology Lamar University

NEXT PAGE - for display purposes only

The Lamar Institute of Technology degree planning would not change unless students inform their advisor well in advance of their intention to pursue the BSIT degree at Lamar so adjustments may be made to maximize transfer options.

LAMAR UNIVERSITY - BEAUMONT **B.S. In INDUSTRIAL TECHNOLOGY**

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LAMAR UNIVERSITY - BEAUMONT **B.S. in INDUSTRIAL TECHNOLOGY**

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INEN 4316 Industrial & Product Safety

** Any combination of 39 credits required in major for degree may apply # academic core hours in degree plan

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- (2) Social Science Electives are. ECON 1301, PSYC 2301, ANTH 2346, SOCI 1301, or (ECON 2302 & ECON 2301).
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- (4) Any ENGL 2322-2376 will satisfy this requirement.
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- (7) or MATH 1325, 2316

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LAMAR UNIVERSITY - BEAUMONT B.S. in INDUSTRIAL TECHNOLOGY PROGRAM OF STUDY (120 Hours)

LIT

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This forms applies to students entering Lamar University after July, 2006

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- (5) A 3000 or 4000 level INEN course approved by INEN advisor.
- (5) Fine Arts Electives are. ARTS 1301, DANC 2304, HUMA 1315, MUSI 1305, or THEA 1310,
- (7) or MATH 1325, 2318

Appendix B

Lamar Institute of Technology Majors Included in Agreement

Allied Health and Sciences

Child Care and Development
Dental Hygiene
Diagnostic Cardiac Sonography
Diagnostic Medical Sonography
Health Information Technology
Medical Radiologic Technology
Occupational Safety and Health
Respiratory Care

Business Technologies

Accounting Technology
Computer Networking and Troubleshooting
General Business
Marketing
Office Technology Administration
Real Estate
Software Development Specialist
Software Support Specialist

Public Service and Safety

Emergency Medical Services
Fire Protection Technology
Homeland Security
Homeland Security with Crime Scene
Technician Specialization

Technology

Advanced Engine Technology
Commercial and Residential Construction
Computer Drafting Technology
Heating, Ventilation and Air Conditioning
Industrial Mechanics
Instrumentation Technology
Process Operating Technology
Restaurant and Institutional Food
Management
Welding Technology

Certificate Programs- Lamar Institute of

Technology certificate program graduates are welcome to contact our advisor to discuss transfer consideration. However, this agreement is for associate degree program graduates.

Associate of Arts Degrees and Associate of Science

Students who have graduated with an Associate of Arts or Associate of Science degree in any field will be considered for the BSIT program with transfer of academic credit as stated in the Lamar University general catalog. Associate degree graduates in the fields of business, computer-related fields, engineering, math, or sciences are very appropriate candidates.

BELLEVUE UNIVERSITY

AND

LAMAR INSTITUTE OF TECHNOLOGY

ARTICULATION AND COMMUNITY COLLEGE ADVANTAGE PARTNERSHIP

Bellevue University, located at 1000 Galvin Road South, Bellevue, NE 68005, and Lamar Institute of Technology, located at 855 East Lavaca, Beaumont, TX 77705, believes that cooperative programs benefit the community, employers, and students in their regions. It allows smooth transition for students transferring between institutions and maximizes allowable transfer of credit. Therefore, Bellevue University (BU) and Lamar Institute of Technology are entering into the following agreement for articulation.

Bellevue University agrees that if a student satisfactorily completes any Associate degree and presents the appropriate transcript documentation of such to the Registrar of Bellevue University, he/she:

- Will receive full recognition of that degree toward the completion of the Bachelor of Arts, Bachelor of Fine
 Arts or Bachelor of Science degree programs at Bellevue University. Students who hold an associate degree
 will have no additional general education core curriculum requirements to meet but must satisfy the Kirkpatrick
 Signature Series requirement.
- 2. Will be required to complete at least 30 credit hours of in-residence courses at Bellevue University for the Bachelor of Arts, Bachelor of Fine Arts or Bachelor of Science degree.

(Note: Accelerated cohort programs exceed residency requirement.)

- 3. Such a student will be awarded a Bachelor's degree when all graduation requirements have been met, such as:
 - a. Requirements in the major course of study as stated in the University Catalog.
 - b. Required total credit hours to complete the degree as stated in the University Catalog (a minimum of 127 semester hours for the Bachelor of Arts and Bachelor of Science degrees and 132 semester hours for the Bachelor of Fine Arts degree).
 - c. All other graduation requirements, as stated in the University Catalog, including those pertaining to standards of progress, upper division hours, hours in residence, demonstration of specific competencies, and articulated core where relevant.

(Note: Students transferring without an Associate's degree will have credits evaluated on a course by course basis.)

Bellevue University and Lamar Institute of Technology Marketing and Communication

- 1. For the purposes of this agreement, BU grants to Lamar Institute of Technology, and Lamar Institute of Technology grants to BU, permission to use, display, reproduce and publish, without compensation each other's trademarks as an institutional partner on websites, cobranded web portals, and in print marketing publications.
- 2. The parties will provide an electronic version of the Trademarks for the use permitted by this agreement. Each party represents and warrants that it possesses all rights necessary for the granting of the permissions set forth in this Agreement.
- 3. Each Institution reserves the right to review in advance any information including but not limited to, websites, cobranded web portals, and in print marketing publications.

Accreditation

Bellevue University and Lamar Institute of Technology will ensure that they maintain accreditation with the appropriate regional accrediting body and ensure that all operations will be in keeping with accreditation requirements of the two institutions.

Duration and Termination of Agreement

Bellevue University and Lamar Institute of Technology agree that this Agreement shall be in force the date of the signing of the Agreement and shall remain in force until modified or terminated in writing, following reasonable and mutual discussion by representatives of the two institutions.

Donna McDaniel, Vice President for Academic Affairs

Bellevue University

Dr. Paul Szuch, President Lamar Institute of Technology Date

Date





Memorandum of Understanding

hetween

BEAUMONT INDEPENDENT SCHOOL DISTRICT and LAMAR INSTITUTE OF TECHNOLOGY

For operation of the Beaumont ISD Early College High School

The purpose of this agreement is to provide for the establishment of the BEAUMONT ISD EARLY COLLEGE HIGH SCHOOL, a partnership between LAMAR INSTITUTE OF TECHNOLOGY (LIT) and BEAUMONT INDEPENDENT SCHOOL DISTRICT (BISD). This agreement describes the roles and responsibilities for governance and operation of BISD Early College High School.

PARTNERSHIP SUPPORT FOR ECHS PRINCIPLES

- 1. Establish a full and equal agreement between LIT and BISD that provides for a flexible and creative approach to the mission, as well as organizational and fiscal requirements for both institutions.
- 2. Provide post-secondary education to underserved high school students for whom a smooth transition to college is problematic. This includes low-income or economically disadvantaged students, first-generation college students, English language-learners, and students at-risk of not graduating.
- 3. Collaborate in planning, implementation, and continuous improvement of BISD-ECHS programs, including the selection of faculty, staff, and administration; curriculum development; training, and student services.
- 4. Provide college readiness, and dual credit courses for cohorts of approximately 100 students per grade for students in 9-12 at BISD-ECHS.
- 5. Prepare high school students for successful career and educational futures. This includes the full integration of high school, college, and the world of work. This also includes developing students' commitment to learning, capacity for critical thinking, communication skills, computational skills, teamwork, personal/social responsibility, and understanding of their roles as future leaders.
- 6. Encourage personal/civic development programs that provide service learning, honors, and other supplementary learning experiences for BISD-ECHS students.
- 7. Collaborate financially to address costs to both institutions and assist each in obtaining necessary funds from local, state, federal, and private/foundation resources to support successful operation of BISD-ECHS.
- 8. Select at-risk students that reflect the diversity of the Beaumont community.

TERM, RENEWAL, TERMINATION OF AGREEMENT

This agreement will commence on June 6, 2016 and terminate on June 2, 2017 and may be renewed or extended by the partners based upon their mutual consent. This agreement may also be amended by written agreement by both parties. Both LAMAR INSTITUTE OF TECHNOLOGY and BEAUMONT INDEPENDENT SCHOOL DISTRICT reserve the right to terminate this agreement, with or without cause, upon service of 90-day written notice to the other party. In this event, the date of termination will be the last day of the current semester or year of BISD-ECHS school term, unless otherwise agreed by both parties. If notice is provided to terminate this agreement, BISD-ECHS may not enroll any additional students in LIT.

GOVERNANCE

BISD-ECHS shall be governed by BISD and LIT policies and are subject to statues and corresponding regulations set forth by the State of Texas, as well as the federal government. The principal of BISD-ECHS will report to the superintendent of BISD.

BISD-ECHS Advisory Committee

An Advisory Committee comprised of representatives from LIT and BISD will meet regularly to facilitate communication, evaluate instructional data, activities and programs, identify issues and challenges, and ensure continuous improvement of educational services and institutional effectiveness as it pertains to BISD-ECHS. Members of the Advisory Committee will include:

- 1. **LIT Representatives**: Vice President of Academic Affairs, Dean of Instruction, Vice President of Student Services, and one faculty member.
- 2. **BISD Representatives**: BISD-ECHS principal, BISD-ECHS counselor, Assistant Superintendent of Curriculum and Instruction, one faculty member, and one parent.

LAMAR INSTITUTE OF TECHNOLOGY Liaison to BISD-ECHS

The Vice President of Academic Affairs, chief academic officer at LIT, will serve as liaison to BISD-ECHS and as the college point of contact. The liaison and the BISD-ECHS principal will meet regularly to ensure good communication and collaboration.

FACILITIES

- 1. LIT will:
 - a. Provide BISD-ECHS students access to student services, support services, library, student center, and other facilities as LIT college students. They must be prepared to show proper student identification when requested.
- 2. BISD and BISD-ECHS will:
 - a. BISD will house the BISD-ECHS within BISD facilities. The space will include core learning classrooms (including library and learning resources), as well as administrative and student support areas. Buildings and installation, maintenance, utilities, and operations will be at BISD's sole expense.
 - b. Abide by LIT policies and procedures regarding building use, campus security, and students' rights and responsibilities.

INSTRUCTORS, FACULTY, AND ADMINISTRATION

All personnel instructing ECHS students must meet the requirements set forth by the State of Texas and SACS-COC using criteria specific to the type of instruction (high school credit, college credit, or dual credit).

1. LIT will:

- a. Verify the credentials of all adjunct or full-time faculty teaching dual enrollment courses that receive both high school and college credit. The verification will be conducted using the policies and procedures set forth by the college for ensuring all faculty credentials meet the accreditation requirements of SACS-COC.
- b. Annually evaluate the instructional performance of BISD adjunct faculty teaching dual credit courses.
- c. Assist with the selection of BISD-ECHS adjunct faculty.
- d. Invite BISD-ECHS adjunct faculty and administrators to professional development opportunities offered by the college that are deemed to have a direct and positive impact on the students at BISD-ECHS.

2. BISD and BISD-ECHS will:

- a. Verify the credentials of all instructors teaching high school credit classes. The verification will be conducted using policies and procedures set forth by BISD, including verification of state certification requirements in their teaching subject area.
- b. Annually evaluate the performance of its instructors teaching high school credit courses.
- c. Pay all salaries and provide benefits for BISD-ECHS faculty and staff. All faculty and staff for BISD-ECHS shall be employees of BISD. In the event that LIT provides the instructor for a course, the cost of providing an adjunct instructor will be charged to BISD based on compensation due the instructor and travel expenses if warranted.
- d. Invite LIT faculty and administrators to professional development opportunities offered by BISD that are deemed to have a direct and positive impact on the students at BISD-ECHS.
- e. Notify LIT and personnel when ECHS students are enrolled in dual credit courses.

CURRICULUM

Definitions

- 1. Dual Credit: Courses for which students receive both high school and college credit.
- 2. **High School Credit**: Courses for which students receive high school credit only.

LIT and BISD will collaborate to ensure that BISD-ECHS students have access to a course of study that enables students to earn a high school diploma and an associate's degree or 60 college credit hours by the date of their high school graduation.

1. LIT will:

a. Assist with the identification of approved dual credit courses and creation of articulation agreements.

3

- b. Give college credit for approved dual credit courses for which articulation agreements have been approved.
- c. Collaborate to develop a general course of study that will ensure students are able to meet high school graduation requirements while also earning a single associate's degree.
- d. Assist BISD-ECHS in creating customized education plans based on students' interests and aptitudes.
- e. Provide professional development at LIT for ECHS faculty teaching courses for dual credit.
- f. Solicit input regarding curriculum development and instructional improvements from ECHS faculty teaching courses for dual credit.
- g. Monitor the quality of instruction in all courses for dual credit to assure compliance with standards established by the State, Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC), LIT, and BISD.

2. BISD and BISD-ECHS will:

- a. Assist with the identification of approved dual credit courses and creation of articulation agreements.
- b. Collaborate to develop a general course of study that will ensure students are able to meet high school graduation requirements while also earning a single associate's degree.
- c. Create customized education plans based on students' interests and aptitudes.
- d. Participate in professional development offered to ECHS faculty teaching LIT courses for dual credit.
- e. Participate in assessment and quality improvement discussions offered to ECHS faculty teaching LIT courses for dual credit.
- f. Monitor the quality of instruction in all courses for dual credit to assure compliance with standards established by the State, Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC), LIT, and BISD.

ACADEMIC PLAN

An academic plan has been developed that will enable each student to earn a high school diploma and an associate's degree in general studies. College credit will be earned through dual credit courses. BISD-ECHS will administer all applicable statewide instruments under Subchapter B, Chapter 39 of the Texas Education Code. Both high school and college credit will be transcripted immediately upon a student's completion of the course. High school credit will be transcripted by BISD; college credit will be transcripted by LIT.

1. LIT will:

- a. Meet regularly with the BISD-ECHS principal and counselor to review courses for dual credit in general education and the high school graduation plan.
- b. Update BISD-ECHS on changes to programs or curriculum at LIT initiated by the college or mandated by the Texas Higher Education Coordinating Board (THECB).
- c. Furnish college calendars, course schedules, catalogs, and syllabi as needed to improve communication regarding curriculum and instruction.
- d. Collaboratively meet the demands of a changing curriculum as mandated by the State of Texas through THECB and TEA.

2. BISD and BISD-ECHS will:

- a. Meet regularly with the LIT Vice President of Academic Affairs, instructional deans, and counselors to review courses for dual credit in general education and the high school graduation plan.
- b. Update LIT on changes to programs or curriculum at the high school initiated by BISD or mandated by the Texas Education Agency (TEA).
- c. Follow the Distinguished Academic Plan for graduating classes through June 2019.
- d. Furnish BISD calendars, course schedules, bell schedules, testing schedules, graduation criteria, and syllabi as needed to improve communication regarding curriculum and instruction.

INSTRUCTIONAL SCHEDULE AND CALENDAR

LIT and BISD-ECHS will work collaboratively to ensure that students have access to the courses they need each semester in order to facilitate successful graduation from high school and LIT.

- 1. LIT will:
 - a. Share its instructional schedule and calendar with BISD at the earliest possible date.
 - b. Require BISD-ECHS students to take the Texas Success Initiative (TSI) and meet specific score requirements on the assessment before enrolling in any LIT course.
- 2. BISD and BISD-ECHS will:
 - a. Educate BISD-ECHS students regarding the LIT calendar as it compares to the BISD calendar.
 - b. Evaluate each student's ability to successfully complete courses and grant permission only to those students most likely to succeed.

STUDENT RECRUITMENT AND SELECTION

Students are recruited from all eighth grades across the BISD district.

- 1. LIT will:
 - a. Assist with public awareness on the benefits of Early College High School and the need for postsecondary education.
 - b. Provide members to serve on the Advisory Committee (see GOVERNANCE) charged with recruitment of students for the freshman class.
- 2. BISD and BISD-ECHS will:
 - a. Name a recruitment team headed by the BISD-ECHS principal to recruit applicants. The team shall include the ECHS counselor, student ambassadors, staff from BISD, and membership from LIT.
 - b. Create a timeline for recruitment and admission activities.
 - c. Create a BISD-ECHS website that provides recruitment and admissions information.
 - d. Conduct meetings with middle school counselors to introduce and explain the concept of ECHS.
 - e. Conduct eighth grade assemblies and distribute recruitment/admission information to middle school students in BISD.
 - f. Conduct student and parent meetings for 8th grade students explaining the opportunities and commitment required of BISD-ECHS students.

g. Admit up to 100 students to the freshman class.

STUDENT ADVISING AND ENROLLMENT

LIT and BISD-ECHS will work collaboratively to advise and enroll students in high school and dual credit courses that will lead to the successful completion of a high school diploma and an associate's degree by the end of the senior year of high school.

1. LIT will:

- a. Set college readiness standards based upon procedures established by the Texas Higher Education Coordinating Board.
- b. Assist with enrollment activities for all qualified students wishing to enroll in dual credit courses.
- c. Provide access to the pre-assessment activities required prior to student completion of the Texas Success Initiative (TSI) assessment.
- d. Maintain sole ownership of college transcripts for all BISD-ECHS students.
- e. Collaborate with BISD-ECHS in tracking student success in dual credit courses.
- f. Not allow BISD-ECHS students to drop courses without approval from the principal.

2. BISD and BISD-ECHS will:

- a. Require all incoming freshmen to complete the pre-assessment activity and TSI assessment to determine college readiness. Testing must be conducted in a timely manner to allow time for advising and enrollment.
- b. Pay all college placement testing and re-testing fees.
- c. Maintain sole ownership of high school transcripts for all BISD-ECHS students.
- d. Provide BISD-ECHS student with weighted grade point to determine their weighted grade point average and class rank, in accordance with BISD board policy.
- e. Obtain waiver from parents/guardians regarding the Family Educational Right to Privacy Act (FERPA) and share this information with LIT.

STUDENT TUITION AND FEES

1. LIT will:

- a. Waive tuition, fees, and transcript costs for all BISD-ECHS students enrolled in dual credit courses in which BISD provides a qualified teacher who can serve as an adjunct and the course is taught at a BISD facility.
- b. Charge tuition and fees based on the dual enrollment rate when LIT must provide an instructor and facilities including online course offerings.

2. BISD and BISD-ECHS will:

- a. Communicate with students and parents regarding the conditions under which students receive waivers for tuition, fees, and transcripts.
- b. Reinforce high academic expectations during student advising.

STUDENT TEXTBOOKS AND SUPPLEMENTAL MATERIALS

1. LIT will:

- a. Provide timely and accurate information regarding required and supplemental textbooks and supplies for all college courses listed in the course articulation agreement.
- b. Require new text book adoptions only as needed due to book wear and tear.

2. BISD and BISD-ECHS will:

- a. Provide all required and supplementary textbooks and supplies for college courses listed in the course articulation agreement.
- b. Ensure that textbooks to be used for multiple semesters are verified by LIT to be viable textbooks for the duration of their use.

STUDENT SUPPORT SERVICES

1. LIT will:

- a. Provide BISD-ECHS students with and LIT identification card and access to LIT's online library databases, materials, and resources.
- b. Provide BISD-ECHS students with access to tutoring centers, computer labs, and libraries.
- c. Encourage qualified students to participate in honors, service learning, undergraduate research, and other forms of student engagement that promote academic excellence and success.
- d. Provide BISD-ECHS students access to the college student center, student clubs, and organizations to support their social/emotional development.
- e. Provide students with information regarding academic transfer pathways beyond an associate's degree.

2. BISD and BISD-ECHS will:

- a. Provide students with appropriate counseling, academic advising, and career planning to establish a clear pathway to a college degree while also completing high school.
- b. Provide students with information regarding academic transfer pathways beyond an associate's degree.
- c. Encourage qualified students to participate in honors, service learning, undergraduate research, and other forms of student engagement that promote academic excellence and success.
- d. Provide interventions for students in poor academic standing.

STUDENT CONDUCT

LIT and BISD-ECHS will collaborate on all matters regarding student rights, responsibilities, and discipline.

1. LIT will:

- a. Enforce all requirements of student conduct as described in the LIT catalog and student handbook. This includes, but is not limited to, student behavior and academic dishonesty.
- b. Adhere to student grievance procedures as described in the LIT catalog and student handbook.
- c. Require students to meet LIT attendance policies for all dual credit courses.

2. BISD and BISD-ECHS will:

- a. Enforce all requirements of student conduct as described in the BISD student handbook. This includes, but is not limited to, student behavior and academic dishonesty.
- b. Require students to meet BISD attendance policies for all high school credit courses.

GRADING AND STUDENT ACADEMIC STANDING

LIT and BISD-ECHS will collaboratively determine students' academic standing through communication and data sharing.

- 1. LIT will:
 - a. Alert the ECHS principal to student grades or behaviors that indicate problems.
 - b. Provide final grades to the ECHS principal and counselor.
 - c. Utilize the LIT grading scale for calculating grades in all courses. Student attendance in courses will not guarantee a passing grade.
- 2. BISD and BISD-ECHS will:
 - a. Notify LIT faculty of BISD-ECHS students in their course sections and provide contact information for reporting concerns.
 - b. Utilize student data to determine student eligibility to remain in ECHS.
 - c. Report high school grades to students utilizing the district developed gradereporting calendar.
 - d. Issue a report card for students and parents at mid-semester for LIT courses.

STUDENT TRANSPORTATION

When necessary, BISD will provide transportation for students to and from ECHS in accordance with BISD transportation guidelines.

ADMINSTRATION OF STATEWIDE INSTRUMENTS

BISD will administer all statewide assessment instruments in accordance with TEC Subchapter B, Chapter 39. Any college instructors provided by LIT will be notified at least 2 months in advance of the assessment.

PERFORMANCE AND EFFECTIVENESS

LIT and BISD will collaboratively define the evaluation process, and evaluate the effectiveness of the ECHS each academic year. The results will be reported to the boards of each institution. This evaluation will include, but not be limited to, AEIS/School Report Card, ECHS portfolio, course completion data, student and parent surveys, as well as other forms of college and local community input.

Data collection and sharing

LIT and BISD will collaboratively define data points and methodologies for sharing data that protect students' information while providing program-level data for assessment and continuous quality improvement.

FISCAL AGENT

BISD will serve as the fiscal agent for the purposes of this Memorandum of Understanding. Under this arrangement, BISD will be the recipient of the ECHS funds from the TEA.

BUDGET

LIT and BISD staff will collaboratively develop the ECHS budget.

- 1. LIT will:
 - a. Waive tuition, fees, and transcript costs for all BISD-ECHS students enrolled in dual credit courses in which BISD provides a qualified teacher who can serve as an adjunct and the course is taught at a BISD facility.
 - b. Support day-to-day operational costs associated with student support services on the LIT campus.
- 2. BISD and BISD-ECHS will:
 - a. Support day-to-day high school instructional costs, including administrative and staff salaries, transportation, and other school-related expenditures.
 - b. Assume responsibility for providing college textbooks to ECHS students.

SUSTAINABILITY

LIT and BISD have planned and budgeted for sustainability beyond the expenditure of start-up funds.

- 1. LIT will:
 - a. Provide funds for support services, as well as tuition and fee waivers for all BISD-ECHS students enrolled in dual credit courses in which BISD provides a qualified teacher who can serve as an adjunct and the course is taught at a BISD facility.
- 2. BISD and BISD-ECHS will:
 - a. Provide local funds for high school instruction, administration, and professional development beyond the expenditure of start-up funds.

RESPONSIBILITY OF THE PARTIES

Regulatory Requirements

All members of the ECHS faculty and administration, as well as any other party connected with the ECHS program, must comply with regulations regarding the report of alleged child abuse, school-related crimes, and sexual molestation.

Governing Law

This agreement shall be governed in all respects in accordance with the laws of the State of Texas, and shall be performable in Jefferson County, Texas. The parties shall comply with all applicable local, state, and federal laws, ordinances, regulations, and orders.

Relationship

It is understood and agreed that Parties are independent contractors. Nothing in this agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between the Parties or as agent of Parties. The agreement does not create a joint venture or business partnership under Texas law. Each Party is solely responsible for the supervision, daily direction and control, payment of salary (including withholding of income

taxes and social security), insurance, worker's compensation, and disability benefits and like requirements and obligations of their employees, agents, volunteers, and representatives. They agree that either Party has no responsibility for any conduct of the other Party's employee, agent, volunteer, or representative.

No Waiver or Immunity

Neither Party relinquishes any immunity or defense on behalf of itself, its trustees, officers, employees, and agents as a result of its execution of this agreement and performance of the functions or obligations described here.

MODIFICATION OF THIS AGREEMENT

This Memorandum of Understanding may be modified or amended only by mutual agreement of the Parties in writing, and any such modification or amendments shall be attached and become part of this collaboration as set forth herein.

Should LIT or BISD terminate their application for the ECHS, the Parties agree to return any unspent funds and provide a complete accounting for all expenditures to the date of termination.

IN WITNESS WHEREOF, the parties have duly approved this AGREEMENT EXECUTED IN TWO original counterparts on this day of Dec., 20/5.

Lamar Institute of Pechnology President

By:

Beaumont Independent School District Superintendent